The role of students’ self-confidence in relation with swimming routines, frequency, and tutor in swimming class

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Abstract. It is compulsory for prospective physical education teachers to have the ability to perform swimming. The average of students’ passing in swimming class has reached 72%. Most students who failed to pass the class are those who have had aquaphobia, the condition in which one failed to perceive a situation in a positive and objective, some of which are hard to detect. This perception may come from past experience and it could diminish students’ confidence. Furthermore, the lack of confidence in students may cause unsatisfactory learning results. Therefore it is critical for the teachers to have a comprehensive knowledge of their students’ past experience in formulating a lesson. This research used descriptive qualitative approach. The aim of this article is to investigate the correlation between students' confidence level and swimming routines, frequency, and tutors in order to succeed swimming class. This article will attempt to describe the results of a research conducted to 139 students of Department of Sport Education Universitas Negeri Surabaya as prospective physical education teachers in Indonesia who took swimming class. Past experience and confidence level are measured by a questionnaire. The results of the research show that students who have a higher level of confidence are those who follow practice routines with adequate frequency and helped by a compatible tutor.

1. Introduction
Swimming learning at Physical Education Teacher Education is important for prospective PE teachers so they can master swimming skills and can teach swimming. These competencies are important to be possessed by prospective PE teachers as a requirement for a PE teacher candidate to teach their students a swimming skill in the future. However, swimming teaching for prospective PE teachers is not an easy task. The proof of PE teachers' graduation rates in swimming lessons from 2006 until 2014 the prospective PE teachers in the Department of Sport Education at Universitas Negeri Surabaya ranged from 66% to 82% of the total prospective PE teachers studying swimming. If the average graduation rate of prospective PE teachers who studied swimming is still in the range of 72%. To be able to graduate in swimming learning, prospective PE teachers are required to master knowledge in swimming lessons and can practice at least two swimming styles. The results of self-evaluation of swimming learners, those who entered the group did not pass, dominated by those with a history of aquaphobia [1].

Their aquaphobic state tends to have fear when they are in water. The level of their fear of water is feared can reduce the ability of learners to be able to master themselves in the activity in the water. In fact, the first step to make learners can easily master swimming skills is to generate confidence to be able to master themselves in the activity in water [2]. Confidence is believed to be the psychological
aspect closest to the learning process for students to achieve high achievement [3]. For that, mastery of a person with full confidence is needed in learning swimming. According to Melon Dash, one's of self-control in the activity in water can be divided into five categories, i.e.: calm, nervous, fear, terror, and panic [2]. Confidence contains about ones of self-confidence to be successful [3]. The high self-confidence of learners in the learning process is very important. High-confidence of learners will be able to overcome the fear of failure and maintain self-persistence in the trial and error process so that they will continuously try to do the exercises [4].

However, to build of high self-confidence of learners’ in learning is not an easy task, especially for prospective PE teachers who have an excessive fear of water. Teachers are required to know the swimming experience of prospective PE teachers as the basis of the right dose of swimming learning. The level of the learning experience of student can be utilized to know the readiness of learners’ in receiving learning materials. The learning experience of swimming can reflect the learning style of a learner. Learning styles in swimming can be visual, auditory, cognitive, and kinesthetic [5]. In addition, from the initial experience of learning a good pool is expected to provide opportunities to learners can master themselves in the activity in the water. Conversely, with bad experiences while learning swimming in the past will give a traumatic impression that appears aquaphobia. Rahman et al. [6] provide an alternative for measuring the initial experience of swimming learning through four things, i.e.: the learners' self-perception of swimming skills, the early age of swimming learning, the first tutor to learn about swimming, and the place for activities in the water [6].

The first tutor to learn swimming becomes important, given that swimming is a sport that demands a person's high skill level. The first tutor becomes the key to the successful learning of a learner's swimming. Tutors can provide motivational motivation for learners to achieve achievement in learning [7]. Strengthening motivation becomes important for swimming learning so that learners get a fun learning experience. For that, tutors are very important in swimming learning but as in learning skills in general, learners through three stages of learning, i.e.: verbal-cognitive stage, motor stage, and autonomous stage [8]. This theory suggests that the need for suitable tutors and exercises with sufficient duration and frequency for learners can master swimming skills. Tutors can be a source of knowledge by learners through modeling and translate skills to be learned [9]. In addition to tutors as skill translators who want to learn, tutors are also an effective feedback loop on learners' performance while doing learning activities [10].

This study aims to find out, the readiness of learners in the Department Sport Education Universitas Negeri Surabaya in swimming learning through confidence level search, tutor, frequency, and exercise routines. Furthermore, it would know the relationship between the four variables on the basis of the development of learning materials.

2. Methods

This research is included in a type of correlational research that seeks to explain the relationship between self-confidence, tutor, frequency, and swimming exercise routines owned by prospective PE teachers in the Department of Sport Education Universitas Negeri Surabaya. The number of prospective PE teachers involved in the study was 139 who were still within the 2nd year. Confidence level measurements utilize a self-confident questionnaire successfully developed by Hartoto at 2016. The questionnaire used is a questionnaire that is closed by using a Likert scale of 5, i.e.: Strongly Disagree to Strongly Agree. Components of the self-confidence questionnaire as many as five things that have been valid and reliable, i.e.: (1) confidence in physical appearance (r = 0.830, p <0.01); (2) learning ability (r = 0.800, p <0.01); (3) social acceptance (r = 0.708, p <0.01); (4) behavior (r = 0.835, p <0.01); and (5) physical ability (r = 0.785, p <0.01). Cronbach's Alpha value of 0.913 indicates that the items that are arranged are reliable. Based on the above explanation, the instrument in the form of a confident questionnaire has been declared valid and reliable [11]. While tutors, frequencies, and routines are known through the accompanying questionnaire with an open answer. Data analysis will use descriptive statistics, Anova, and Ancova in the level of 0.05.
3. Results

Based on the results of research can be analyzed data and presented the results as in table 1 as follows:

Table 1. Number of students frequency based on types of tutors and routines in swimming learning

| Variable                          | Sub-Variable                              | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------------|-------------------------------------------|-----------|---------|---------------|--------------------|
| The first tutor to learn swimming | Parent                                    | 47        | 33.8    | 33.8          | 33.8               |
|                                   | PE teachers                               | 14        | 10.1    | 10.1          | 43.9               |
|                                   | Coach in Club                             | 3         | 2.2     | 2.2           | 46.0               |
|                                   | Friends                                   | 57        | 41.0    | 41.0          | 87.1               |
|                                   | Others (brother, uncle, grandma, coach in extracurricular, and self-training) | 18        | 12.9    | 12.9          | 100.0              |
| Total                             |                                           | 139       | 100.0   | 100.0         |                    |
| Swimming exercise routines        | Irregular                                 | 103       | 74.1    | 74.1          | 74.1               |
|                                   | Regular                                   | 36        | 25.9    | 25.9          | 100.0              |
| Total                             |                                           | 139       | 100.0   | 100.0         |                    |

Based on table 1 above it can be seen that from the number of prospective teachers as many as 139 students there are as many as 41% of prospective PE teachers have the first tutor to learn swimming is a friend, 33.8% are their parents, and the rest are trainers in clubs, PE teachers, and self-training. More than half or exactly as many as 74.1% of prospective teachers do exercises with tutors regularly while the rest or 25.9% is irregular. In adolescence, learners do tend to choose to learn with friends. Peer-tutoring becomes an alternative choice for them to learn to collaborate with the learning environment [12].

Furthermore, analyzed levels of confidence based on the group of prospective teachers according to tutors and routines in swimming practice. The results of the analysis can be seen in table 2 as follows.

Table 2. Self-confidence level differences by tutor type and routine in swimming practice

| Variable                          | Sub-Variable                              | N   | Mean  | Std. Dev. | F/t   | Sig.  | fyi  |
|-----------------------------------|-------------------------------------------|-----|-------|-----------|-------|-------|------|
| The first tutor to learn swimming | Parent                                    | 47  | 166.32| 15.587    | 2.023 | 0.095 | Same |
|                                   | PE teachers                               | 14  | 157.43| 21.353    |       |       |      |
|                                   | Coach in Club                             | 3   | 188.33| 16.442    |       |       |      |
|                                   | Friends                                   | 57  | 164.84| 16.951    |       |       |      |
|                                   | Others (brother, uncle, grandma, coach in extracurricular, and self-training) | 18  | 164.11| 21.978    |       |       |      |
| Total                             |                                           | 139 | 165.01| 17.953    |       |       |      |
| Swimming exercise routines        | Irregular (1)                             | 103 | 162.61| 15.618    | -2.304| 0.026 | 2>1  |
|                                   | Regular (2)                               | 36  | 171.86| 22.244    |       |       |      |
| Note: * significant at the 0.05 level

Based on table 2 above can be explained that the different types of tutors do not affect the confidence level of prospective PE teachers in swimming learning. However, those who studied swimming regularly with tutors had higher levels of confidence than those who studied swimming on random. That is, anyone who becomes the first tutor is not a problem in shaping confidence. However, the
competence of tutors to be variables that need to be considered in order to be able to provide learning in accordance with the learning needs of learners. High tutor competence can provide students with comprehensive explanations and knowledge to learn about swimming. Tutors with high competencies have an impact on learners' learning motivation [7]. High motivation to learn will give a strong impetus to learn swimming so as to beat the fear of learners in the activity in the water. So the selection of appropriate tutors is very important in order to increase confidence.

The next data analysis is to know the relationship between four variables namely, confidence level, tutor, frequency, and routine. Pool learning frequency for one week on average is 1.85 days with at most 7 days and at least 1 day. The results of the analysis can be seen in table 3 as follows.

| Source                      | Type III Sum of Squares | df | Mean Square | F     | Sig.  |
|-----------------------------|-------------------------|----|-------------|-------|-------|
| Corrected Model             | 4820.433^a              | 6  | 803.405     | 2.674 | .018  |
| Intercept                   | 160367.954              | 1  | 160367.954  | 533.744| .000  |
| Frequency of Swim Learning  | 140.409                 | 1  | 140.409     | .467  | .495  |
| Routines of Swim Learning   | 481.483                 | 1  | 481.483     | 1.602 | .208  |
| The First Tutor             | 1754.577                | 4  | 438.644     | 1.460 | .218  |
| Error                       | 39660.560               | 132| 300.459     |       |       |
| Total                       | 3829086.000             | 139|             |       |       |
| Corrected Total             | 44480.993               | 138|             |       |       |

a. R Squared = .108 (Adjusted R Squared = .068)

Based on table 3 above it can be explained that simultaneously differences in tutors, routines, and frequency of student learning within a week significantly influence the confidence level of prospective PE teachers in swimming learning. Tutor relationships with learners can provide an advantage in swimming learning. The proximity of tutors and learners is expected to provide ease of tutors in choosing learning styles that fit the needs of learners, whether it be visual, auditory, cognitive, and kinesthetic [5]. However, from the results of the analysis test, the difference in confidence level, students who use swimming regularly have higher levels of confidence than those who do not learn regularly. That is, the routine becomes very important to give the positive concept to the students themselves to have good swimming skills so that confidence can be formed. Self-Confidence is closely related to self-esteem. Self-confidence in the self-image obtained from the results of self-evaluation. The evaluative dimension of one's self is called self-esteem. People with low self-esteem will affect their low beliefs as well. People with low self-esteem are unable to assess themselves thoroughly [13].

4. Conclusion

Tutor differences are not related to the level of confidence, but those who study regularly with tutors have a higher level of confidence compared with those who learn randomly. The appropriate tutor will provide comfort in learning so it is expected to make the learner has a learning frequency so high the confidence level can be high. In fact, only the difference of routine that gives significant impact to the level of confidence but simultaneously the difference of tutors, routines, and frequency of student learning within a week significantly influence the confidence level of PE teachers in swimming learning. Finally, the results of the research show that students who have a higher level of confidence are those who follow practice routines with adequate frequency and helped by a compatible tutor.
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