Basic Attitude Ability of Early Childhood in Aquatic Learning

Anne Hafina, Lutfi Nur, Nandang Rusman
Universitas Pendidikan Indonesia
Bandung, Indonesia
aamnehafina@upi.edu, lutfinur@upi.edu, nandangrusmana@upi.edu

Abstract—The purpose of this study was to look at the ability of early childhood attitudes in aquatic learning. This research uses a descriptive method. The subjects in this study were eight students of children aged 5-6 years. The instrument in this study uses structured observation and field notes about children's basic attitudes which include respecting rules, sharing equipment, without fear, listening to instructions and willingness to participate. The data analysis technique used is descriptive statistics. The results showed that the ability of the basic attitudes of children aged 5-6 years was still in the start developing category. This can be seen from the findings that the acquisition of the basic attitude score was 42.5%. Providing stimulus in the form of appropriate learning methods is needed to improve the child's basic attitude.

Keywords—aquatic learning; basic attitude ability; early childhood

I. INTRODUCTION

A period that is very important for the growth and development of children, namely in preschool. At that time, the growth and development of motoric and intelligence of children developed rapidly [1,2]. So that at that time it was considered appropriate to introduce water and basic swimming activities. At the age of 3-7 years, children can be introduced to ideal exercise, at the age of 10-12 years for specialization, while the age between 16-18 years is the age of achievement [3,4]. Unfortunately, swimming lessons at school are not directly implemented continuously because of certain considerations. Curricula, programs, materials, facilities and infrastructure, facilities, and methods and assessments are taken into consideration in the implementation of aquatic learning in schools. In fact, the learning process is an effort to improve the quality of learning to achieve the expected goals. In developed countries the preschool aquatic program is more focused on the introduction of motoric aspects in water as a basis for basic swimming skills. Children are not taught to be great swimmers but to remain in the water independently and enjoy the activities carried out [3].

Swimming skills can be obtained more readily at the age of 5 years. So that the ability of the child's basic attitude is more ready to be stimulated at that age. The ability of basic attitudes is closely related to the affective aspects or important parts of emotional intelligence and is part of individual development [5,6]. Aquatic learning also needs to provide a stimulus for the ability of the child's basic attitude, so that not only in motor skills in swimming, but emotionally also needs to be stimulated well by educators. Other research states that basic attitudes are a component of student affection which is an important part of learning [7]. The ability of the child's basic attitudes to be of particular concern in aquatic learning includes fearlessness in water, attitude to sharing swimming equipment with friends, obeying rules, listening to instructions, and the desire to participate [8,9]. This basic attitude needs to be pushed towards the positive and is one indicator in measuring the success of preschool aquatic learning [9].

Previous studies were carried out on science in aquatic learning [3,6,10]. However, studies that focus on knowledge and understanding the ability of the basic attitudes of early childhood in aquatic learning are still limited. So that in this study, researchers wanted to understand information about the basic attitudes of students during learning. The purpose of this study is to look at the basic attitudinal abilities of early childhood in aquatic learning.

II. METHODS

This research uses a descriptive method. The number of samples involved in this study were 8 students (5 men and 3 women) aged 5-6 years. Subjects involved were children aged 5-6 years. The study was conducted at the Kindergarten. This research was carried out for about one month. The number of samples in this study were 8 children. The instruments used in this study are structured observation, field notes and documentation of children's basic attitude in aquatic learning which includes respecting rules, sharing equipment, without fear, listening to instructions and willingness to participate. Data analysis techniques in this study use descriptive statistics.

III. RESULTS

This study provides an overview of a particular phenomenon, namely the ability of basic attitudes of children aged 5-6 years in aquatic learning. Based on the data taken, the acquisition of basic attitudes data of children aged 5-6 years. To provide a further description of the following, the researcher shows the description of the data as a whole as follows:
Table 1 shows a description of the total data on the value of observing the basic attitudes of early childhood in aquatic learning. The total score obtained for all aspects is 17, with an average score of 2.13, a standard deviation of 1.13, a maximum score of 4, and a minimum score of 1.

Here is a table of basic attitudes in preschool aquatic learning [9]. Aquatic learning especially swimming can improve children’s interpersonal skills, and their self-confidence [3,11].

Table 2 shows aspects of basic attitude assessment in aquatic learning for children aged 5-6 years. The research aspect consists of: 1). No fear, 2). Share swimming gear with friends, 3). Obey the rules, 4). Listen to instructions, 5). The desire to participate.

From the graph above, it can be seen that the aspect of assessment that has the highest score is the aspect of the desire to participate (A5) with a percentage score of 88%. The aspect of assessment that obtained the lowest percentage is the aspect of Swimming Equipment Sharing with Friends (A2) with a percentage of 0%. To give a further picture, the following data are presented in graph form which are approved scores based on the research sample.
From the circle diagram above, information can be obtained that 37.5% of children reach the Undeveloped (UD) category, 25% of children reach the category of Start to Grow (SG), 25% of children reach the Growing Expectation (DAE) category, and 12.5% of children reach the category of Very Good Developing (VDG).

IV. DISCUSSION

The results showed that the ability of the basic attitudes of children aged 5-6 years in the Kindergarten as a whole was only 12.5% which entered the category of very well developed. The rest is only included in the category of starting to develop, developing according to expectations, until it has not yet developed. Based on this, it indicates that the ability of the basic attitudes of early childhood has not developed optimally. Therefore, it is of course necessary to use several things as an effort to deal with this. Efforts made to improve the ability of the child's basic attitude are through play and games, because for children, playing activities have a very important meaning, that's where children can get the true meaning of learning [2,4,12,13]. Aquatic learning activities are included, meaning aquatic learning must be given through games from the beginning to the end of learning, because aquatic games can be said to be activities that involve children in the experience of playing in water as interesting activities, recreation, and competition [14,15].

V. CONCLUSION

The results showed that the ability of the basic attitudes of children aged 5-6 years was still in the start developing category. This can be seen from the findings that the acquisition of the basic attitude score was 42.5%. Based on the results of research and discussion, the suggestions that can be put forward are to find alternative solutions to improve the ability of basic attitudes in aquatic learning. The things that need to be done include improving teacher competency by applying effective learning models and improving existing facilities in schools in order to improve the potential development of students. After that, for further researchers it is necessary to expand the scale of the subject to be sampled and make it possible to try several alternative learning models to develop the potential of early.

REFERENCES