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## SWIMMING LEARNING VIDEO DEVELOPMENT TO IMPROVE BASIC LEVEL COACHES

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### ABSTRAK

The existence of swimming learning videos is expected to improve basic trainers because basically basic trainers have difficulty starting swimming lessons, so the existence of this swimming learning video helps to improve the abilities of basic trainers. The purpose of this study is to determine the level of validity and feasibility of swimming learning videos. The method used in this study is a quantitative method because the data obtained is in the form of numbers. While the data collection techniques in this study through observation, interviews, and questionnaires distributed to media experts, material experts and basic trainers. Based on the results of this study, it shows that the answers from all respondents can meet the value with a percentage of 86% meaning "Very Eligible". Meanwhile, for the answers of respondents (Material Experts) produced a validation percentage value of 96% "Very Valid" and for the answers of respondents (Media Experts) produced a validation percentage value of 81% "Very Valid" so that from the three criteria the respondents' answers can be said to be suitable for use as a basic trainer learning medium.

**Keyword:** Development, Videos, Learning, and Swimming

### INTRODUCTION

Sports activities are physical activities carried out to keep the body healthy and strong, both physically and mentally. According to D. Santoso, sports are activities carried out by various levels of society, from early childhood to the elderly, who really like sports activities. Its existence is currently not underestimated because sports have become a part of people's lives in general (Santoso, 2016). Sports activities are also a means of unifying life where every person has the right and freedom to carry out sports activities regardless of race, color, gender, language, religion, or nationality or social status (Kusumiadi et al., 2021). Sport itself has an important meaning, where sporting activities are not only for health, but can also be a means of education so that one can achieve (Prakoso, 2017). So basically sports activities are activities that can be done easily by various groups regardless of age, where the benefits of doing sports apart from being able to make the body physically and mentally healthy can also develop achievements.

High-performance sports are activities that are done more than just to maintain the body's immunity. In high-performance sports, students are required to be able to

improve endurance or physical condition when performing certain sports. High-performance sports are organized sports that use a tiered coaching system and prioritize one superior sport branch with talent identification, talent scouting, empowerment according to coaching and future guarantees to become athletes (Soan & Raya, 2020). In addition, competitive sports are sports that foster and develop athletes in a planned, tiered and sustainable manner through competitions to achieve achievements with the support of sports science and technology (Jamalong, 2014). So, competitive sports are sports that are developed in a structured manner, where students must follow tiered training in a particular sport, such as in competitive swimming, where to achieve success, there must be coaching from an early age.

Swimming is a very popular water sport and is enjoyed by people of all ages, from children to the elderly. Because the movements involve almost every muscle in the body, it is beneficial for maintaining fitness and increasing endurance (Galuh Hendityo Wicaksono et al., 2021). Apart from that, swimming is the most recommended sport because it has many benefits if done correctly and properly and will also move faster in the water (Lutfianto et al., 2021). Specifically, swimming is a water sport that demands complex muscle performance. There are four swimming styles: freestyle, breaststroke, backstroke, and butterfly (Priana, 2019). Mastering these four styles requires several structured training sessions, from basic movements to coordination, which must be supervised by an expert.

A coach is someone who provides instruction or guidance to participants to gain knowledge, mastery in the field being studied, develop attitudes, and increase self-confidence. The training process must be handled by an expert in their field. To train effectively, a coach must be able to determine the training load according to the individual athlete's needs (Hadi, 2011). A coach is a professional whose job is to help athletes improve and enhance their abilities, as a profession that expects to provide services that meet established standards. Coaches must also regularly adapt to the latest developments and be able to change and modify their coaching practices (Bangun, 2019). Coaches have an important role for their athletes, because coaches can produce high-achieving athletes with good and regular training programs according to the athlete's characteristics.

Sports Studies (physical education, coaching, and sports science) graduates from various universities in Indonesia, with varying numbers of graduates. For example, data from the University of Riau in 2016 showed 120 graduates majoring in sports coaching (Afrinaldi et al., 2021). Data from Garut University graduates from 2020-2021 shows 30 graduates. In Garut Regency, there are a significant number of recent graduates majoring in sports, with many even graduating from universities outside Garut.

Based on these data, recent graduates are still lacking in pedagogical skills and teaching and coaching skills. Furthermore, to begin training basic swimming skills, both coaching graduates and swimming experts are needed (Negara et al., 2021). Because to become a coach, you must have a background relevant to your field and experience in the sport you're involved in. In other words, a coach must possess broad insight, a clear training program plan, and a soul that understands the conditions of his athletes (Nuni, 2013).

Having a large number of graduates doesn't guarantee that students will be able to become coaches in clubs, schools, or extracurricular activities. This is due to the lack of training experience and the limited variety of training programs. Coaching experience is crucial in the teaching process, as a coach must possess knowledge of coaching principles and training variations to determine athlete performance (Negara et al., 2021). Variations in training can also influence the role of the trainer in teaching, because for new trainers the level of self-confidence when teaching is very minimal and they have very little understanding of the psychological factors of students in teaching (Marta & Intan, 2021). Many coaches or teachers deviate from their field, this is influenced by the demands of the field, for example, from the coaching department who should be coaches or instructors in sports clubs, most become teachers, and vice versa, from the physical education department who should be physical education teachers, most become coaches (Afrinaldi et al., 2021). Moreover, for new graduates who try to train swimming but are

not experts in the field of swimming, they are worried that it will not be in accordance with what the trainer wants to achieve and develop.

The importance of this research is that the author hopes it can solve problems and resolve the deficiencies experienced by new graduate students in terms of pedagogy and experience in terms of training (Munawaroh, 2015). If this is not researched, it is feared that swimming coaches who are not from the field will train without guidance or train without expertise, this will result in difficulties in training swimming and hinder the child's growth. Because to guide children to be more physically active in early childhood includes the development of appropriate skills, trained for appropriate learning for physical activities, promoting a positive environment, and based on an understanding of the concept of movement (Prawira & A'la, 2021).

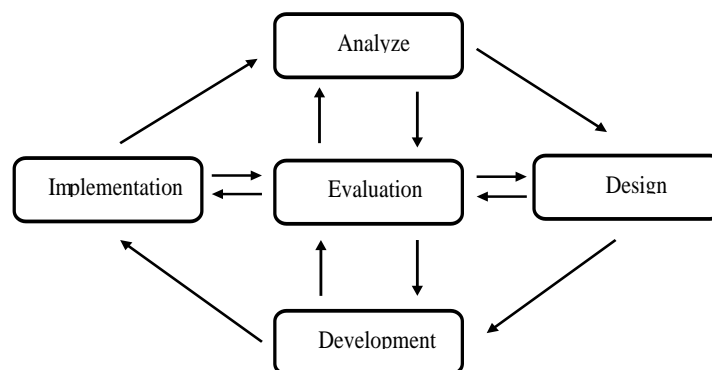
The existence of swimming learning videos is expected to improve the learning competence of coaches, and can increase insight into carrying out swimming learning activities because basically some basic coaches still have difficulty implementing appropriate learning for their athletes (Tyagita & Iriani, 2018). This is especially true for beginner swimmers, athletes new to training. In the initial stages, swimmers learn and strive to understand the techniques just taught by the coach, and the coach must also be able to understand the characteristics of the new swimmer (Dinata et al., 2015). Video pengembangan pembelajaran renang juga di harapkan membantu pelatih dasar untuk memudahkan berinteraksi dengan peserta didik dan akan lebih mengenal karakteristik peserta didik (Mashud & Widiastuti, 2018).

## METHOD

This study uses a research and development (R&D) method. This research method is used to produce and develop specific products. In this study, the research and development will be focused on swimming instructional video media intended for basic trainers and newly graduated physical education teachers. This swimming instructional video contains information on how to train children at a basic level, which will help trainers begin learning. The R&D method is a research method used to produce specific products by testing their feasibility and effectiveness. This R&D aims to produce new products through a development process, such as books, learning tools, or learning video media (Sugiyono, 2013).

The development model used in this research is the ADDIE model, a systematic development design. This model is structured systematically to solve problems related to learning resources that meet needs. The model consists of five steps: analysis, planning, development, implementation, and evaluation.

Figure 1 Stages of the ADDIE development model (Tegeh, I Made; Jampel, 2015).



## RESULTS

The development results are based on research conducted and tested on media experts, material experts, and basic trainers. Validity data was tested on two multimedia teachers at SMKN

2 Garut, and validity data from material experts was tested on two licensed trainers in Garut Regency. Meanwhile, feasibility testing was conducted on six basic trainers in Garut Regency.

This implementation stage assesses the feasibility of the content experts, media experts, and users or basic trainers.

1. Media Expert. The media expert validated the swimming instructional video display, yielding the following results: Based on the media expert validation results in Table 1 below, an average score of 55 and a score percentage of 85% were obtained, categorized as very good. Therefore, it can be concluded that the development of the learning video, based on the media expert's assessment, is "very valid" for use in learning.
2. Material Expert. The material expert validated the swimming instructional video display, yielding the following results: Based on the media expert validation results in Table 2 below, an average score of 55 and a score percentage of 85% were obtained, categorized as very good. Therefore, it can be concluded that the development of the learning video, based on the media expert's assessment, is "very valid" for use in learning.
3. Basic Trainer. The basic trainer test is a trial of swimming instructional feasibility, providing a percentage assessment with the following results: Based on the results of the basic trainer feasibility test in Table 3 below, an average score of 52.5 was obtained, with a percentage score of 87%, categorized as very good. Therefore, it can be concluded that the development of learning videos based on the basic trainer assessment is "very valid" for use in learning.

## DISCUSSION

The validation results with basic trainers, at 87%, were also deemed highly appropriate for the development of the swimming instructional video. The trainers' responses to the video were very helpful in carrying out basic swimming training stages because the learning media made it easier for trainers to convey and explain the material to athletes, making it easier for athletes to master the techniques being learned. The trainers also found the video to be very helpful because they could find references for basic training (Sukmawati & Hartoto, 2015).

The results of implementing the swimming instructional video were excellent, as the learning stages were gradual, from water introduction to coordination. In the first session, the trainer introduced the water as shown in the video, including breathing, floating, and freestyle leg movements (Prawira & A'la, 2021).

## CONCLUSION

Based on the results of the discussion that has been explained, it can be concluded that the development of this swimming learning video is declared effective and suitable for use as a learning medium. This is proven by the answers from all respondents (Basic Trainers) being able to meet the predetermined category value with a percentage result of 86% which means it can be said to be "Very Suitable". Meanwhile, for the answers of respondents (Material Experts) resulting in a validation percentage value of 96% which means it can be said to be "Very Valid" and for the answers of respondents (Media Experts) resulting in a validation percentage value of 81% which means it can be said to be (Very Valid) so that from the three criteria of the respondents' answers it can be said that the development of this swimming learning video is suitable for use as a learning medium for basic trainers.

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