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# The Impact of Experience-based Learning on Physical Readiness and Backstroke Mastery

**Pande Made Dharma Sanjaya[1*], Bhujangga Ayu Putu Priyudahari[2]**

[1,2] Universitas Musamus, Merauke, Indonesia

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***ABSTRAK***

*Masih ada beberapa peserta didik yang melakukan kesalahan dalam lomba renang gaya punggung sehingga di diskualifikasi mengapa menjadi alasan mengapa penelitian yang bertujuan menganalisis dampak pembelajaran berbasis pengalaman terhadap kesiapan fisik dan penguasaan gaya punggung. Rancangan penelitian ini adalah quasi-eksperimental design berupa posstest control group design. jumlah sampel penelitian ini adalah 60. Proses pengumpulan data yang digunakan adalah metode tes dan observasi. Metode analisis data penelitian ini adalah analisis deskriptif dan analisis statistik inferensial dengan manova. Hasil penelitian menunjukkan bahwa pembelajaran berbasis pengalaman berpengaruh terhadap kesiapan fisik dan penguasaan renang gaya pungung peserta didik baik secara simultan maupun parsial, hal ini ditunjukkan dengan nilai sig. < 0.05. Dari hasil deskritif data juga diperoleh hasil penelitian berupa variabel penguasaan renang gaya pungung peserta didik lebih dipengaruhi oleh pembelajaran berbasis pengalaman hal ini dilihat dari besar selisih nilai mean dibandingkan variabel kesiapan fisik. Sehingga bisa direkomendasikan bahwa pembelajaran berbasis pengalaman bisa digunkan sebagai salah satu pembelajaran inovatif untuk olahraga renang.*

**ABSTRACT**

There are still some students who make mistakes in the backstroke swimming competition so that they are disqualified. This is the reason why this research aims to analyze experience-based learning on physical fitness and backstroke mastery. The design of this study is a quasi-experimental design in the form of a posttest control group design. The number of samples in this study was 60. The data collection process used was the test and observation method. The data analysis method of this research is descriptive analysis and inferential statistical analysis using manova. The results showed that experience-based learning affected students' physical readiness and mastery of backstroke swimming both simultaneously and partially, this was indicated by the sig. <0.05. From the descriptive data, the results were also obtained in the form of students' backstroke swimming mastery variable being more influenced by experience-based learning. This can be seen from the average difference in value, which is large compared to the physical readiness variable. So it can be recommended that experience-based learning can be used as one of the innovative learning for swimming sports.

## 1. INTRODUCTION

At present, the development of the times requires a person to have academic abilities and be physically healthy. That is why physical education lessons have been given from an early age. Because having physical education lessons will produce someone who is physically healthy and can train motor skills in children. To make this happen, a physical education teacher must master all kinds of sports. One of the skills that prospective physical education teachers must possess is swimming. Swimming trains one part of the body and all parts, from the feet to the head (Baskoro et al., 2018; Haking & Soepriyanto, 2019). Swimming is a sport that requires peace of mind and behavior because the more haste you move, the body will sink (Nugroho & Fifukha Dwi Khory, 2020). Swimming can also develop and help children's physical and mental growth to be healthier from an early age (Darmawan & Destiasari, 2019). The ability of students who are skilled in regular swimming adds confidence in socializing (Karno et al., 2021). Four styles of swimming are contested: crawl, butterfly, breaststroke, and backstroke (Ahmad et al., 2018). One of the swimming styles that prospective physical education teachers must master is the backstroke. The backstroke is one of the most practical swimming styles among the other styles (Suharto, 2017). Backstroke swimming is considered an advanced style, meaning that swimmers can already swim backstroke if they can swim in other styles, such as breaststroke and crawl (Surahman, 2018). For students to master the backstroke correctly and precisely, a learning method is needed that follows what is needed to master the backstroke and other swimming styles. One must have good physical readiness as well.

*Corresponding author.
E-mail addresses: Sanjaya_fkip@unmus.ac.id (Pande Made Dharma Sanjaya)

Physical readiness is one of the indicators used to measure an athlete's readiness to exercise safely (Betsch et al., 2021). Physical readiness can be seen from the athlete's physical condition. The physical condition is a unified whole with other components (Dawud & Hariyanto, 2020; Nurhidayah & Satya, 2017). The physical condition is composed of several complementary components. Strength, endurance, flexibility, agility, balance, accuracy, reaction, coordination, speed, and power (Herpandika et al., 2019; Sinaga et al., 2016). All physical activity requires strength, speed, flexibility, and others. Athletes from any sport must train in all components of their physical condition. It is because the physical condition is a unified whole consisting of several components that cannot be separated. Training achievements will be known by carrying out tests that will later show whether the athlete has the expected quality of physical condition (Herpandika et al., 2019). It shows that physical condition is the basis for evaluating athletes to achieve high performance. Talking about improving the performance of athletes, the physical condition could be more negotiable in the portion of the training to achieve peak performance. Physical condition is not only needed for the physical components but physical condition training is needed to improve the techniques and tactics of each sport. From some of the explanations above, it can be concluded that physical condition is needed to support an athlete's success in achieving maximum performance.

However, the learning process cannot be optimal at this time, as some students still make mistakes in the backstroke swimming competition, so they are disqualified. In addition, the existence of inappropriate learning methods also has an impact on the low ability of students to master swimming styles. Some students still need to be more surprised to forget and learn how to start properly, so they also have to lose the opportunity to achieve achievements, but they have good potential. Furthermore, what is worse is that if one does the movement, it will impact the body's condition. For example, it will cause injury or cramps in the limbs, which will be fatal. This condition follows the statement that swimmers are unable to master the backstroke swimming technique, namely (body position, hand movements, leg movements, breathing techniques, and coordination movements) properly, resulting in errors that can make it difficult for swimmers to perform the backstroke swimming technique (Surahman, 2018). Not all students can master the backstroke swimming technique. This problem occurs due to differences in students' abilities and mastery of a technique being studied (Suharto, 2017). If this is allowed, of course, it will impact students' knowledge, which will also impact the physical readiness of students to face the training process, which will certainly have an impact on achievement in swimming.

One solution that can be given is to do experiential learning. The experience-based learning model (experiential learning) provides opportunities for students to develop and build knowledge through their experiences (Puspitowati, 2019). Experimental learning is a learning process in which learners combine knowledge, skills, and values through direct experiences (Purnami & Rohayati, 2016; Ratih, 2020; Safitri, 2019). Applying experience-based learning models can improve the understanding of concepts (Oktarisa, 2016; Ridwan, 2019). The Experimental Learning model is holistic learning whose way of learning can be seen through the process, is a continuous learning process based on experience, requires conflict resolution of various dialectically opposite learning styles, connects a person with the environment, and combines social and personal knowledge (Lutfiyah, 2020). Using experience-based learning models can minimize student misconceptions (Budhi, 2018). Application of experience-based learning model of science process skills (Ridwan, 2019). Experimental learning affects writing skills (Hendrisman, 2019). So, the existence of experience-based learning will have an impact on students' mastery of concepts. Learning experiences will make the learning process more meaningful, and later with meaningful learning, students will be able to develop experiences and develop students social-emotional (Bressington et al., 2018; Kostiainen et al., 2018).

Some of the research that has been done related to this learning model includes research that states that the experiential learning method can improve learning outcomes, provide differences and increase students' interests, grow and develop student character, and as an effective way to support teachers and students to connect one another (Pratama et al., 2021). Research states that experiential learning is an alternative educational philosophy often used in educational literature (Cronin & Lowes, 2016). Research states that the achievement and improvement of students' mathematical critical thinking skills who receive experiential learning are better than the mathematical critical thinking abilities of students who receive conventional learning (Yuliani et al., 2021). Research suggests that experience-based models increase innovation, entrepreneurial self-efficacy, and entrepreneurial intentions (Denny et al., 2020). Research states that the experiential learning model effectively increases the activeness of asking questions (Barida, 2018). Research states that the experiential learning model results in an increase in the competence of training participants (Sulolipu et al., 2020). So, based on these explanations, many experience-based learning models have been carried out, which certainly positively impact the understanding of concepts, skills, and competencies of a person, in this case, students. With this basis, the research aims to analyze the impact of experience-based learning on physical readiness and backstroke mastery. By doing this research,

it is expected to produce a learning model that can improve students' learning experience. The difference between this research and the existing ones is the variables studied, namely physical fitness and mastery of the backstroke in swimming courses.

## 2. METHODS

Research using quasi-experimental research design. This study was a quasi-experimental design in the form of a nonequivalent post-test-only control group design (Rogers & Revesz, 2019). In conducting the research, the experimental group was treated with experience-based learning, while the control group was given learning without experience-based learning. The two groups, both the experimental group and the control group, were given a post-test to determine differences in physical readiness and mastery of the backstroke between the experimental group that was given the treatment and the control group. The data to be obtained in this study are (1) the physical readiness (Y1) of students who are taught by experience-based learning; (2) the physical readiness (Y1) of students who are taught by learning without experience-based learning; (3) students' backstroke mastery (Y2) taught by experience-based learning; and (4) students' backstroke mastery (Y2) of students who are taught by learning without experience-based learning. This research phase consisted of three stages in the study: the research preparation stage, the research implementation stage, and the final experimental or research completion stage. The population of this study was students at Musamus University who received swimming courses. The sample of this study were students of class B and class C of physical education, sports, and health at Musamus University, with 30 students for class B and class C. This class was chosen because it has almost the same abilities. From the two classes, it was determined that class B was the experimental class and class C was the control class.

In this study, the data collection process used was observation and testing. The test method is one of the methods used to indirectly determine the level of individual ability, which is carried out by giving responses to individuals to several stimuli or questions given (Dwitha Evayanti & Sumantri, 2017). The test method determines to learn based on e-charta media on reading ability and learning outcomes. The instrument used in test research is in the form of description questions to measure the increase in student learning outcomes. The questions were developed from backstroke material. The developed questions consist of 20 short essay questions. Physical readiness is carried out through an observation process which is observed, among others, how students are prepared before learning or before doing practice. In addition, it is also observed how to start and implement the movement. The data collection methods used in this research are descriptive analysis and inferential statistical analysis. The descriptive analysis carried out in this study was processed with the help of SPSS 26.0 for Windows, and post-test data were analyzed. The values sought in statistical tests include the mean, standard deviation, maximum and minimum values.

Meanwhile, inferential analysis was carried out using inferential statistical analysis, which was used with the MANOVA test for post-test data. Before the Manova test was carried out before the Manova test was carried out, a prerequisite test was first carried out. The prerequisite test was the normality test with Kolmogrof-Smirnov, the homogeneity test with Levene Statistics and Box's Test of Equality of Covariance Matrices, and the multi-correlation test. The MANOVA and prerequisite tests were carried out with the help of SPSS 25.0 for Windows.

## 3. RESULT AND DISCUSSION

### Results

After the students are taught according to the learning design that has been made, namely experience-based learning, the descriptive analysis results show a significant influence of experience-based learning on physical readiness and mastery of backstroke swimming. The complete results of the descriptive analysis are shown in Table 1. The descriptive analysis results showed differences in the physical readiness and mastery of the backstroke swimming of students who were taught by experience-based learning and those who learned by learning without experience-based learning. It is shown by the difference in the physical readiness score of 3.30, where the average score of the physical readiness of students taught by experience-based learning is greater than that of students taught by learning without experience-based learning. Meanwhile, students' mastery of backstroke swimming showed a difference score of 5.30, where the mean score of students who were taught with experience-based learning was greater than students who were taught with learning without experience-based learning. The descriptive data also obtained the study results from the student's backstroke swimming mastery variable, which was more influenced by experience-based learning. It was seen from the large difference in the mean score compared to the physical readiness variable.

**Table 1.** Results of Descriptive Analysis

| Treatment | Dependent Variable | Mean | Std. Deviation | Min. | Max. | Range |
|---|---|---|---|---|---|---|
| Experience-Based Learning | Physical Readiness | 84.97 | 5.57 | 71.00 | 94.00 | 23 |
| | Backstroke Mastery | 86.93 | 7.17 | 71.00 | 97.00 | 26 |
| Learning without Experience-Based Learning | Physical Readiness | 81.67 | 6.69 | 69.00 | 95.00 | 26 |
| | Backstroke Mastery | 81.63 | 8.87 | 70.00 | 95.00 | 25 |

After the results of the descriptive analysis, the next test stage is the prerequisite test, which is carried out and includes the normality test of data distribution, homogeneity of variance test, multivariate homogeneity test, and linearity test of the dependent variable. The first prerequisite test was the Kolmogorov-Smirnov normality test. The results of the analysis show that all data come from groups of data that are normally distributed. The Sig score can indicate this. > 0.05, which is presented in Table 2. After the normality requirements are met, the next prerequisite test is the homogeneity test. In this study, the homogeneity test was carried out using two analyses: the homogeneity test of variance with Levene's Test of Equality and the multivariate homogeneity test with Box's Test of Equality of Covariance Matrices.

**Table 2.** Results of Normality Analysis

| Treatment | Dependent Variable | Kolmogorov-Smirnov[a] | | |
|---|---|---|---|---|
| | | Statistic | df | Sig. |
| Experience-Based Learning | Physical Readiness | 0.13 | 30 | 0.20 |
| | Backstroke Mastery | 0.10 | 30 | 0.20 |
| without Experience-Based Learning | Backstroke Mastery | 0.13 | 30 | 0.20 |
| | Physical Readiness | 0.11 | 30 | 0.20 |

The results of the homogeneity analysis carried out show the same meaning. The research data come from homogeneous data groups. It can be seen from the sig. Each test shows a score of more than 0.05. Sig. Levene's Test of Equality score is 0.43 for physical readiness, while the Sig. Backstroke mastery of 0.200. Meanwhile, the homogeneity test with the Box's Test of Equality of Covariance Matrices obtained a sig. of 0.51 with an F score of 2.38. The next prerequisite test is the linearity test which aims to determine whether there is a linear relationship in each of the dependent variables analyzed. The results of the analysis show that the sig. On the Deviation from Linearity of 0.15 (> 0.05). There is a linear relationship between crawl mastery data and speed. The prerequisite test for MANOVA analysis has been fulfilled, where the research data obtained are normally distributed and homogeneous so that hypothesis testing with Manova can be carried out. The results of the complete analysis are described in Table 3, and Table 4.

**Table 3.** Results of the Manova Test Analysis

| Effect | | Score | F | Hypothesis df | Error df | Sig. |
|---|---|---|---|---|---|---|
| Intercept | Pillai's Trace | 0.998 | 15177.309 | 2.000 | 57.000 | 0.00 |
| | Wilks' Lambda | 0.002 | 15177.309 | 2.000 | 57.000 | 0.00 |
| | Hotelling's Trace | 532.537 | 15177.309 | 2.000 | 57.000 | 0.00 |
| | Roy's Largest Root | 532.537 | 15177.309 | 2.000 | 57.000 | 0.00 |
| treatment | Pillai's Trace | 0.261 | 10.053 | 2.000 | 57.000 | 0.00 |
| | Wilks' Lambda | 0.739 | 10.053 | 2.000 | 57.000 | 0.00 |
| | Hotelling's Trace | 0.353 | 10.053 | 2.000 | 57.000 | 0.00 |
| | Roy's Largest Root | 0.353 | 10.053 | 2.000 | 57.000 | 0.00 |

The results of the analysis obtained several findings. First, based on the Pilae Trace, Wilks' Lambda Hotelling's Trace, and Roy's Largest Root shows that the F coefficient is 15177.309b with a score of Sig. 0.00. This means that there are simultaneous differences in physical readiness and mastery of backstroke swimming between students taught by experience-based learning and those taught by learning without experience-based learning. Second, the Tests of Between-Subjects Effects analysis results show an F score of 4,307 with Sig. 0.04, which is smaller than 0.05. It shows that there is an influence of experience-based learning on students' physical readiness. Moreover, third, the Tests of Between-Subjects Effects analysis

results show an F score of 9,803 with Sig. 0.00, which is smaller than 0.05. It shows that there is experience-based learning on backstroke swimming mastery.

**Table 4.** Results of analysis of Tests of Between-Subjects Effects

| Source | Dependent Variable | Type III Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Corrected Model | Physical Readiness | 163.350[a] | 1 | 163.350 | 4.307 | 0.04 |
| | Backstroke Mastery | 421.350[b] | 1 | 421.350 | 9.803 | 0.00 |
| Intercept | Physical Readiness | 416500.017 | 1 | 416500.017 | 10982.285 | 0.00 |
| | Backstroke Mastery | 426220.817 | 1 | 426220.817 | 9916.751 | 0.00 |
| Treatment | Physical Readiness | 163.350 | 1 | 163.350 | 4.307 | 0.04 |
| | Backstroke Mastery | 421.350 | 1 | 421.350 | 9.803 | 0.00 |
| Error | Physical Readiness | 2199.633 | 58 | 37.925 | | |
| | Backstroke Mastery | 2492.833 | 58 | 42.980 | | |
| Total | Physical Readiness | 418863.000 | 60 | | | |
| | Backstroke Mastery | 429135.000 | 60 | | | |
| Corrected Total | Physical Readiness | 2362.983 | 59 | | | |
| | Backstroke Mastery | 2914.183 | 59 | | | |

**Discussion**

The results showed that experience-based learning impacted physical readiness and mastery of backstroke swimming simultaneously or partially. This condition certainly can not be separated from how the learning. Experience-based learning allows students to construct knowledge they already have with new experiences gained in the learning process. This condition will certainly give students a more complex learning experience, impacting mastery of the material studied. Mastery is a person's ability to master a concept studied to explain, understand and apply it in everyday life (Hendawati et al., 2018). Mastering in-depth concepts can make learning more active (Irma et al., 2020). Mastering concepts can help students solve problems (Kumullah et al., 2018; Maharani et al., 2019). Students mastery of concepts will develop if supported by fun and interesting learning. One of them is experiential learning which makes learning more meaningful. In the swimming learning process, the experience gained by students is not only obtained from themselves but also obtained from peers. Given that this learning is more focused on student-centered learning processes. The experiences experienced and the discussion process with peers will certainly make students more focused on compiling and mastering the material being studied. In addition, learning that involves peers in the learning process will make the learning atmosphere more interesting, considering that learning with peers will encourage students to play an active role in learning (Oh, 2019). The peer method increases independent learning. Students go through experiences that are feedback from their friends (Gabriele et al., 2016). Peers help, guide and support fellow peers so they can build learning through interaction and collaboration (Andersen & Watkins, 2018). Learning that involves peers will reduce anxiety and stress. Students can increase their self-confidence by being guided, assisted, and given feedback by peers (Han et al., 2015; Stone et al., 2013). So learning that involves one's own experience, and that of peers will make learning more enjoyable. And, of course, it will affect the ability of students.

So learning that involves one's own experience, and that of peers will make learning more enjoyable. It will affect the ability of students (Puspitowati, 2019). Experimental learning is a learning process in which learners combine knowledge, skills, and values through direct experiences (Purnami & Rohayati, 2016; Ratih, 2020; Safitri, 2019). Applying experience-based learning models can improve the understanding of concepts (Oktarisa, 2016; Ridwan, 2019). The Experimental Learning model is holistic learning whose way of learning can be seen through the process, is a continuous learning process based on experience, requires conflict resolution of various dialectically opposite learning styles, connects a person with the environment, and combines social and personal knowledge (Lutfiyah, 2020). Using experience-based learning models can minimize student misconceptions (Budhi, 2018).

In addition, the existence of mastery of the concept will make students have better physical readiness. Students can prepare and know what to do by knowing what the right students should do. Of course, it will have an impact on the readiness of students to participate in learning. Physical readiness is one of the indicators used to measure the readiness of athletes to exercise safely (Betsch et al., 2021). Physical readiness can be seen from the athlete's physical condition. The physical condition is a unified whole with other components (Dawud & Hariyanto, 2020; Nurhidayah & Satya, 2017). The physical condition is composed of several complementary components. Strength, endurance, flexibility, agility, balance, accuracy, reaction, coordination, speed, and power (Herpandika et al., 2019; Sinaga et al., 2016).

All physical activity requires strength, speed, flexibility, and others. Athletes from any sport must train in all components of their physical condition. It is because the physical condition is a unified whole consisting of several components that cannot be separated. Training achievements will be known by carrying out tests that will later show whether the athlete has the expected quality of physical condition (Herpandika et al., 2019). It shows that physical condition is the basis for evaluating athletes to achieve high performance. Simply put, students with good mastery of concepts will impact readiness in carrying out activities which will certainly prevent students from avoiding unwanted injuries.

## 4. CONCLUSION

The analysis showed differences in the physical readiness and mastery of backstroke swimming among students who were taught by experience-based learning and students who learned by learning without experience-based learning. It is shown by the difference in the physical readiness score of 3.30, where the average score of the physical readiness of students taught by experience-based learning is greater than that of students taught by learning without experience-based learning. Meanwhile, students' mastery of backstroke swimming showed a difference score of 5.30, where the mean score of students who were taught with experience-based learning was greater than students who were taught with learning without experience-based learning. From the descriptive data, the study's results were also obtained in the form of the variable of students' swimming mastery of the backstroke being more influenced by experience-based learning. It can be seen from the large difference in the mean score compared to the physical readiness variable.

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