

An Effort to Enhance Student Learning Outcomes through the Part Method Approach in the Physical Education, Health, and Recreation Study Program

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Abstract

Keywords:

Learning Outcomes;
Section Method;
Classroom Action;
Physical Education.

This study aims to improve student learning outcomes in swimming skills through the section method approach. The subjects of the study were students of the Physical Education, Health, and Recreation Study Program, Pattimura University, Ambon in 2024. This study used a Classroom Action Research (CAR) design with two action cycles. Data collection instruments included observation and performance tests of basic freestyle swimming technique skills assessed using a standardized assessment rubric. The results showed that the application of the section method approach contributed significantly to improving student learning outcomes. In cycle I, the learning completion rate reached 65%, where 14 out of 20 students successfully met the completion criteria. After improvements and optimization of the approach in cycle II, the completion rate increased to 100%, indicating that all students achieved the set successful standards. This increase reflects the effectiveness of the section method in improving students' basic swimming technique abilities. With the achievement of success indicators in cycle II, this study concludes that the section method can be used as an alternative effective learning strategy in developing students' basic swimming technique competencies. These findings are expected to be a reference for lecturers and physical education practitioners in optimizing the learning process, especially in water sports.

Abstrak

Kata kunci:
hasil belajar; metode bagian; tindakan kelas; pendidikan jasmani.

Penelitian ini bertujuan untuk meningkatkan hasil belajar mahasiswa pada keterampilan renang melalui pendekatan metode section. Subjek penelitian adalah mahasiswa Program Studi Pendidikan Jasmani, Kesehatan, dan Rekreasi, Universitas Pattimura, Ambon tahun 2024. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) dengan dua siklus tindakan. Instrumen pengumpulan data meliputi observasi dan tes unjuk kerja keterampilan teknik dasar renang gaya bebas yang dinilai menggunakan rubrik penilaian terstandarisasi. Hasil penelitian menunjukkan bahwa penerapan pendekatan metode section memberikan kontribusi yang signifikan terhadap peningkatan hasil belajar mahasiswa. Pada siklus I, tingkat ketuntasan belajar mencapai 65%, dimana 14 dari 20 mahasiswa berhasil memenuhi kriteria tuntas. Setelah dilakukan perbaikan dan optimalisasi pendekatan pada siklus II, tingkat ketuntasan meningkat menjadi 100%, yang menunjukkan seluruh mahasiswa mencapai standar keberhasilan yang ditetapkan. Peningkatan ini mencerminkan efektivitas metode section dalam meningkatkan kemampuan teknik dasar renang mahasiswa. Dengan tercapainya indikator keberhasilan pada siklus II, penelitian ini menyimpulkan bahwa metode section dapat dijadikan sebagai alternatif strategi pembelajaran yang efektif dalam mengembangkan kompetensi teknik dasar renang mahasiswa. Temuan ini diharapkan dapat menjadi acuan bagi dosen dan praktisi pendidikan jasmani dalam mengoptimalkan proses pembelajaran khususnya olahraga air..

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PENDAHULUAN

Swimming is a sport that involves the coordinated movement of all body parts, emphasizing the use of the arms and legs to propel the body through water (Ikhwani, 2021; Rodriguez-Castellano, 2023). In the curriculum of the Physical Education, Health, and Recreation Study Program, swimming is a mandatory course where students are expected to master four swimming styles within a single semester, freestyle, breaststroke, backstroke, and butterfly. Swimming is considered a complex motor skill that requires the mastery of fundamental techniques such as floating, gliding, leg movement, arm movement, breathing techniques, and coordinated body movement (Badruzaman, Rusdiana, & Syahid, 2020; Moura et al., 2022). These elements necessitate a high degree of motor coordination, classified as specific coordination, which enables athletes or students to perform movements quickly, precisely, and smoothly (Boichuk, Iermakov, Kovtsun, Levkiv, & Karatnyk, 2019; Solissa, 2024).

Despite its critical role in physical education, empirical observations at the Universitas Pattimura reveal persistent challenges among students in mastering basic swimming techniques (Nugraha, 2018; Sundan, Haga, & Lorås, 2025). Common difficulties include incorrect timing in breathing, maintaining an improper body posture by consistently looking forward while swimming, and a tendency to perform flat swimming. These technical shortcomings have led to decreased motivation, passive participation during swimming classes, and a significant proportion of students achieving only marginal grades (C and D), necessitating remedial programs or summer courses to improve their academic performance.

The effectiveness of teaching methods plays a crucial role in addressing these learning deficiencies. As (Aditya, 2016; Kartiko, Rofiq, Rokhman, Kartika, & Ritonga, 2024; Nadlir, 2013), the success of the teaching-learning process is determined by the selection and implementation of appropriate instructional strategies. One such strategy is the part method, an instructional approach that divides complex skills into smaller, manageable components for gradual mastery (H & Nuryadin, 2017; Julianto, Kristin, & Mahendra, 2022; Makorohim, Putra, Gazali, & Nurafiati, 2019). Rusli Lutan, as cited by Solissa (2021), further emphasizes that the part method is particularly suitable for teaching complex motor skills, beginning with simpler components and progressively integrating them into complete performance sequences. However, while theoretical support for the part method is robust, empirical validation, especially in the context of swimming instruction, remains limited.

Thus, this study aims to explore the effectiveness of the part method approach in improving students' learning outcomes in swimming. Specifically, the research focuses on enhancing students' mastery of fundamental swimming skills, including leg kicks, arm strokes, breathing techniques, and overall body coordination. The study seeks to determine whether the structured application of the part method can significantly elevate the students' technical proficiency and academic performance in swimming courses.

The necessity of this research is grounded in several critical arguments. First, the persistent low levels of student achievement and motivation in swimming courses indicate a pressing need for pedagogical innovation. Second, given the complexity of swimming skills, traditional holistic teaching approaches may not adequately address students' learning needs, necessitating the adoption of more effective methods such as the part method. Third, validating the effectiveness of this method through a classroom action research (CAR) framework can provide concrete, context-specific insights, contributing to the broader pedagogical discourse in physical education. Lastly, improving swimming instruction outcomes will not only enhance students' academic success but also better prepare future physical education teachers to impart essential aquatic skills to broader populations.

RESEARCH METHODS

This study employed a Classroom Action Research (CAR) design, following established frameworks outlined by (Powell, Mihalas, Onwuegbuzie, Suldo, & Daley, 2008) and (Utomo, Asvio, & Prayogi, 2024). The CAR design is a well-recognized method for improving the quality of teaching and learning within a specific group, as well as enhancing student outcomes (Prihantoro & Hidayat, 2019). This approach allows for cyclical evaluation and modification of teaching methods to address specific challenges within the learning environment. The participants in this study consisted of 20 undergraduate students (11 male and 9 female) enrolled in the Physical Education, Health, and Recreation Study Program at Universitas Pattimura during the 2023/2024 academic year. This cohort provided a relevant sample for exploring the effectiveness of a targeted pedagogical intervention in the context of physical education.

Data collection in this study was conducted using two primary instruments, structured observation and performance testing (Hak, van der Veer, & Jansen, 2004). The performance test was designed to assess students' technical proficiency in basic swimming techniques, with a particular focus on freestyle swimming. This test was evaluated using a standardized assessment rubric that allowed for objective and reliable measurement of skill development. The structured observation focused on tracking student engagement, participation, and behavioral responses during each cycle of instruction. This dual data collection strategy enabled the research to capture both the qualitative aspects of student involvement and the quantitative measures of skill improvement.

The research adopted a mixed-method approach for data analysis (Chan, Wang, Lacka, & Zhang, 2016). Observational data were analyzed descriptively to identify trends and shifts in student behavior, engagement, and participation throughout the learning process. This qualitative analysis provided insights into how students interacted with the learning environment, including their level of commitment, motivation, and areas of difficulty (Nassaji, 2015). On the other hand, the performance data were quantitatively analyzed by comparing the mastery levels of swimming skills

achieved across the two learning cycles. This approach allowed for an objective assessment of whether the intervention was effective in improving technical proficiency.

The research process adhered to established CAR protocols as outlined by (Merilia, Fajaruddin, & Arbain, 2019). The methodology followed a clear, structured sequence of stages: (1) Observation systematic monitoring of student learning activities and creativity within both classroom and extracurricular contexts; (2) Document Analysis reviewing relevant literature and expert opinions to establish a solid theoretical foundation for the study; and (3) Performance Assessment the evaluation of student skills through performance rubrics during both Cycle I and Cycle II. Each cycle's outcomes were used as the basis for planning subsequent instructional actions, creating a feedback loop that ensured continuous improvement in the learning process. By iteratively refining the approach based on cycle data, the study aimed to enhance both student engagement and technical skill development in freestyle swimming.

This methodologically rigorous approach ensures that the study maintains a high level of reliability and validity, allowing for meaningful conclusions regarding the effectiveness of the teaching interventions used in this context. Furthermore, it provides a comprehensive framework for assessing both the qualitative and quantitative aspects of student learning, ensuring that the findings contribute to the broader body of knowledge on effective teaching strategies in physical education.

RESULTS AND DISCUSSION

Result

The pre-action phase conducted with the students in the 2023/2024 academic year involved an initial test to assess the students' abilities in performing basic freestyle swimming techniques before applying the part-method approach. The initial data revealed that most of the students struggled with mastering the fundamental movements required for freestyle swimming. Specifically, male students outperformed female students in the basic swimming skills. Of the 20 students, only 4 (15%) successfully mastered and demonstrated proficiency in the basic freestyle swimming techniques, while the remaining 85% of the students had not yet acquired the skills to perform them correctly.

The initial difficulties in mastering the basic techniques of freestyle swimming were attributed to four main factors: (1) the application of inappropriate teaching methods by the instructor, (2) inadequate learning facilities and equipment, (3) anxiety experienced by students during swimming lessons, and (4) the students' physical fitness levels being insufficient for the demands of the sport. Following this assessment, the researcher designed and implemented a revised teaching strategy, based on the identified problems, which were executed in each class session across both Cycles I and II.

Cycle I, In Cycle I, the researcher conducted two face-to-face sessions, each lasting 90 minutes. The cycle involved several stages, as follows, a. Planning, in this stage, the researcher prepared the learning devices, including the semester learning plan (RPS), testing tools, and observation sheets. b. Implementation, this action research utilized a

collaborative approach, with the course lecturer and teaching assistants serving as instructors, while the researcher acted as an observer responsible for monitoring and assessing the implementation of the intervention. c. Observation and observational data were collected during the learning process, and at the end of the cycle, the students were given a performance test on basic freestyle swimming techniques to evaluate the effectiveness of the teaching method.

The results from Cycle I are summarized in table 1 below:

Table 1. Distribution of Learning Test Results in Freestyle Swimming (Cycle I)

Student	Score (%)	Remarks
1-14	65%	Mastery Achieved
15-20	Below 65%	Needs Improvement

Table 1 shows the distribution of the results of the freestyle swimming learning test in Cycle I, with an average score reaching 65%. A total of 14 students (70%) managed to achieve a minimum score of 65% and were declared to have mastered the material, while 6 other students (30%) scored below 65%, indicating that they needed improvement. Although the majority of students achieved the passing standard, the existence of 30% of students who had not achieved adequate mastery indicated that the part-method approach applied in this cycle was not fully effective in overcoming learning challenges for all students. Therefore, evaluation and adjustment of the teaching method are needed in the next cycle so that all students can achieve the desired level of mastery.

Table 2. Percentage of Learning Results in Freestyle Swimming (Cycle I)

Qualification Level	Percentage
Very Poor	35%
Fair	20%
Good	40%
Excellent	5%

Table 2 shows the percentage of freestyle swimming learning outcomes in Cycle I based on qualification level. As many as 35% of students are in the 'Very Poor' category, indicating that almost a third of students have great difficulty in mastering the material and need more attention. Meanwhile, 20% of students are in the 'Fair' category, meaning that they understand the material well enough but still have areas that need improvement. As many as 40% of students reach the 'Good' category, indicating good mastery but still have room for improvement, and only 5% of students reach the 'Excellent' category, indicating very good mastery. Overall, 55% of students are still in the category that requires more attention, indicating the need for evaluation and improvement of teaching methods to improve student learning outcomes in the next cycle.

DISCUSSION

The findings from this study highlight the dynamic nature of teaching and learning in physical education, particularly in skill-based subjects such as swimming. The use of the part-method approach in teaching freestyle swimming provided valuable insights into both its potential and its limitations. The results from Cycle I demonstrated only moderate effectiveness, with a significant portion of students unable to achieve the expected level of proficiency. This outcome revealed several underlying challenges that hindered student success and required careful consideration for subsequent instructional improvement.

One of the primary issues in Cycle I was the lack of student motivation and unclear communication of learning objectives. When students are not fully aware of what they are expected to achieve, their engagement tends to decline, and their efforts become misdirected. This was evident in the inconsistency of students' performance and their inability to master key components of freestyle swimming. The limited time provided for skill practice further contributed to this issue, as students did not have enough opportunities to refine their techniques, leading to incomplete motor learning. Another important factor that influenced the results of Cycle I was students' psychological readiness. Many students experienced anxiety related to swimming, a common issue among beginners. This anxiety, coupled with generally low levels of physical fitness, created an additional barrier to successful performance. These findings support (Kartikasari, Komariyah, & Rahmat, 2023; Saragih, Tanjung, & Anzelina, 2021) assertion that learning outcomes in physical education are not solely dependent on instructional strategies but are also shaped by psychological and environmental factors. Addressing these internal (such as fear or lack of confidence) and external (such as time allocation and instructor behavior) barriers is essential to facilitate effective learning.

Gender differences also played a role in the varied learning outcomes observed during Cycle I. Male students generally performed better than their female counterparts, which can be linked to higher average levels of physical strength and greater confidence in executing physical tasks. This pattern aligns with (LUSIANTI, 2021; Martín-Rodríguez et al., 2024) findings, where gender-based disparities in physical education performance were attributed to differences in physiological and psychological readiness. It is important to recognize these differences not as limitations but as contextual variables that need to be accounted for when designing inclusive and effective physical education programs.

In response to the challenges identified in Cycle I, several modifications were made in Cycle II. These included improved communication of learning objectives, greater emphasis on motivational strategies by the instructor, and more structured time management during practice sessions. The impact of these changes was significant. By the end of Cycle II, all students had met the required mastery criteria for freestyle swimming, achieving a 100% success rate. This sharp contrast with the results of Cycle I underscores the value of reflective teaching and iterative instructional design. The improvements observed in Cycle II suggest that the part-method approach can be highly

effective when implemented with proper pedagogical support. Breaking down complex motor skills into smaller, manageable components allows students to focus on mastering each element before integrating them into a complete movement. This gradual learning process reduces cognitive overload and helps build confidence, particularly for students who may initially struggle with coordination or fear of water.

Moreover, the successful implementation of this method in Cycle II demonstrates the importance of teacher adaptability and responsiveness. Teaching is not a static process; it requires ongoing evaluation and a willingness to adjust based on student needs and feedback. In this study, the instructor's role evolved significantly between cycles from a passive facilitator in Cycle I to an active motivator and guide in Cycle II. This shift was instrumental in creating a more supportive and engaging learning environment.

The findings from this study also reinforce the necessity of adopting a holistic approach to teaching physical education. Skill acquisition is not only a physical process but also a cognitive and emotional one. Students bring with them a range of experiences, attitudes, and abilities that influence how they learn and perform. Effective teaching strategies must, therefore, address these multiple dimensions. For example, incorporating motivational talks, using positive reinforcement, and allowing peer support during practice can enhance both individual and group learning outcomes. Additionally, this research highlights the value of action research as a tool for improving educational practice. By systematically evaluating the effectiveness of an instructional approach, identifying areas for improvement, and implementing targeted changes, educators can enhance student learning outcomes in meaningful ways. The success of Cycle II was not merely a result of using the part-method but of critically reflecting on its initial application and making necessary pedagogical adjustments.

In conclusion, the study demonstrates that the part-method approach has strong potential as an instructional strategy for teaching complex motor skills like freestyle swimming, especially when accompanied by thoughtful planning, responsive teaching, and adequate time for practice. While initial implementation may encounter obstacles such as low motivation, anxiety, and uneven physical readiness these challenges can be overcome through adaptive teaching practices and a holistic understanding of student needs. The transition from moderate outcomes in Cycle I to complete success in Cycle II illustrates that effective learning in physical education is achievable when instructional methods are thoughtfully adapted and implemented with care. Ultimately, the findings underscore the critical role of teacher intervention, environmental support, and student-centered strategies in fostering success in skill-based learning contexts.

This study contributes a distinctive perspective to the field of physical education, particularly in the context of swimming instruction at the tertiary level. The novelty of this research lies in several key areas:

(Magill & Anderson, 2014)Contextualized Application of the Part-Method Approach, While the part-method approach has been widely recognized in skill-based learning, its specific and systematic application in teaching basic freestyle swimming to

university students is relatively underexplored. This study fills that gap by demonstrating how the method can be effectively adapted to support beginners in mastering complex motor skills in higher education settings. Action Research-Based Instructional Improvement, the research adopts a classroom action research (CAR) design with two instructional cycles, providing a reflective and iterative model for teaching enhancement. This approach illustrates how continuous evaluation and responsive adjustments to teaching strategies can lead to significant improvements in learning outcomes. The use of CAR in swimming pedagogy at the university level represents a methodological advancement not frequently addressed in the literature. Integration of Psychological and Physical Factors in Performance Analysis, unlike traditional studies that focus solely on technical skill acquisition, this research integrates an analysis of internal (psychological) and external (physical and instructional) variables affecting student performance. By addressing factors such as anxiety, motivation, and physical fitness, the study offers a more holistic view of learning in physical education. Gender-Based Learning Differences in Skill Mastery, this study identifies and discusses the gender-related disparities in students' learning outcomes, attributing them to differences in physical strength, confidence levels, and psychological readiness. This nuanced exploration adds depth to current understandings of inclusive pedagogy in sports education and practical implications for curriculum and instructional design. The findings provide actionable insights for educators and curriculum developers, emphasizing the need for adaptive, student-centered teaching strategies in swimming instruction. The successful enhancement of student outcomes in Cycle II illustrates how targeted pedagogical adjustments can address initial learning challenges and foster achievement.

Table 3 Summary of Research

Aspect	Description
Instructional Method	Systematic application of the part-method approach for teaching basic freestyle swimming to university students.
Research Design	Use of Classroom Action Research (CAR) in two cycles to evaluate and improve instructional effectiveness in a swimming course.
Holistic Learning Analysis	Integration of psychological (e.g., anxiety, motivation) and physical factors (e.g., fitness level) in evaluating learning outcomes.
Gender Perspective	Identification of gender-based performance differences and their impact on motor skill mastery, promoting inclusive teaching strategies.
Practical Implications	Offers practical recommendations for adaptive curriculum design and instructional improvement in skill-based physical education.

CONCLUSION

Based on the data analysis and discussion presented, it can be concluded that the implementation of the part method in teaching freestyle swimming significantly

improves student learning outcomes. The application of this method demonstrates a positive and measurable impact, as seen from the notable progress between Cycle I and Cycle II. In Cycle I, 65% of students (14 out of the total participants) achieved mastery learning. While this indicates a considerable level of understanding, the classical completeness target had not yet been reached. However, in Cycle II, after refining the learning strategy, student performance improved markedly, with 100% of students reaching the mastery criteria. This means that classical learning completeness was successfully achieved.

These findings affirm that the learning objectives set by the researcher and the course instructor were met. The part method proved to be effective in facilitating a gradual and structured understanding of freestyle swimming techniques. This method allows students to focus on specific components of the skill before integrating them into the full movement, thereby enhancing their competence and confidence.

Therefore, it is recommended that the part method be considered as a viable and effective approach in swimming instruction, particularly for foundational skill development in higher education settings. Its systematic nature aligns well with pedagogical goals and supports students in achieving optimal performance outcomes in physical education.

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