Character Strength Analysis based on Student Courage in Aquatic Activities in Elementary School

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Article Info

Abstract

Courage should be stimulated since childhood, so it is necessary to introduce aquatic activities from an early age. The initial ability of a child courage in doing aquatic activities in the swimming pool needs to be examined to describe a child initial condition before doing activities in water games. The purpose of this study was to describe and analyze the character strength based on the courage of elementary school students in aquatic activities. Descriptive research method was used to describe the research results. The population of this study included 21 Grade 3 students of the Laboratory Elementary School of UPI Tasikmalaya. All 21 students aged 9-10 years (11 males and 10 females) became samples of this study, selected through a total sampling technique, to fill out a google form questionnaire. The results, obtained from the character strength analysis based on the student courage in aquatic activities, showed that all of 21 children had a high level of courage. It implies that the result of this study can be used as a material for the preparation of intervention program through aquatic activities to further develop character strengths in elementary schools.

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INTRODUCTION

Growth and development will determine the human resource quality in the future. The accurate stimulus is expected to prepare a quality generation. A quality generation will certainly have a good character strength. The courage aspect becomes the initial character of other good character developments (Yaumi, 2016). Courage has an important role in the children development in several life activities so that many stimuli are given for optimizing the student courage, such as the student courage in learning floor gymnastics (Yunitaningrum, 2016), giving question in classroom (Mustakim, 2015), and expressing ideas explicitly (Aisyah, 2008; Mandasari, 2014). Courage also leads children to become an independent (Nova & Widiastuti, 2019) and confident individual (Ma'rufi, Suryana, Muslihin, 2018).

An aspect that is often forgotten is optimizing a child courage in aquatic activities in the swimming pool. Activities in the swimming pool are considered as only recreational activities. In fact, aquatic games or swimming can be a stimulus for the children courage character (Febrianta, Yudha, 2016). Unfortunately, it is found that a number of students did not dare to take swimming lessons from school due to the many accident cases in the water. In fact, the activity showing the fight on fear of drowning during activities in the water characterizes a brave student. Through the introduction to water and giving the right understanding, these accidents can be avoided (Susanto, 2009), so that the stimulus for aquatic activities can be conducted to optimize the student courage. It is in line with the research of Astuti & Ula (2020) who developed a static infographic on basic swimming techniques for students.

A number of studies related to swimming aquatic activities in schools were carried out, such as research conducted by Wahidi (2016) related to the front crawl swimming skills of junior high school students, by Febrianta (2016) related to developing gross motor skills in early childhood through swimming, by Ananda (2016) related to the swimming model development for children who do not dare to swim. However, the research revealing the courage profile of grade 3 elementary school students in Tasikmalaya in aquatic activities was still rare. Therefore, the researcher intended to describe the courage analysis of grade 3 elementary school students in the aquatic activity context.

METHOD

Descriptive research method was used in this study to describe the data obtained through the distribution of questionnaires using the google form platform. The population of this study were all grade 3 students of Laboratory Elementary School of UPI Tasikmalaya, consisting of 21 students. The sampling technique was carried out by the total sampling technique method so that all 21 students aged 9-10 years, consisting of 11 boys and 10 girls, became the samples in this study. The researcher used the adaptation of aquatic activity instruments (Susanto, 2014). The researcher gave directions on how to fill out the google form link related to aquatic activities to sports teachers so that they could re-inform the parents. 21 grade 3 students of Laboratory Elementary School of UPI .

RESULT AND DISCUSSION

Based on the form that had been filled out by the students assisted by their parents, the obtained data describes that grade 3 students at Laboratory Elementary School of UPI Tasikmalaya had performed aquatic activities. The intensity carried out in a month can be seen in Figure 1.

Figure 1 shows that there were students with 12 times a month or 3 times a week maximum intensity. They were the students joining swimming lessons. The lowest intensity was once a month, but it was not even routinely taken every month. Data found that 4 students took swimming lessons, while 17 other students did swimming for recreation.

In determining the intensity category of the student aquatic activity per month,

Figure 1. Dominant Answers related to Student Aquatic Activities
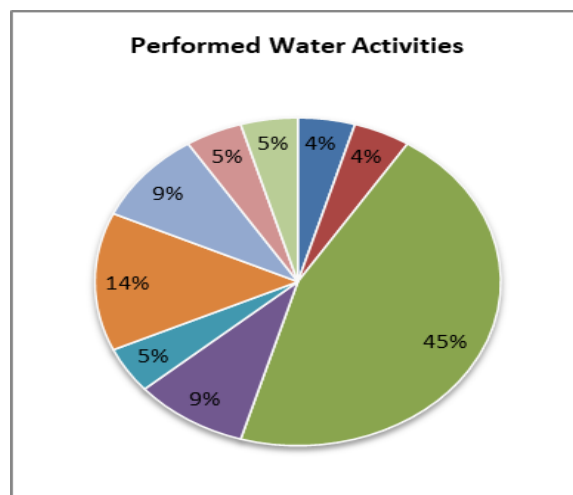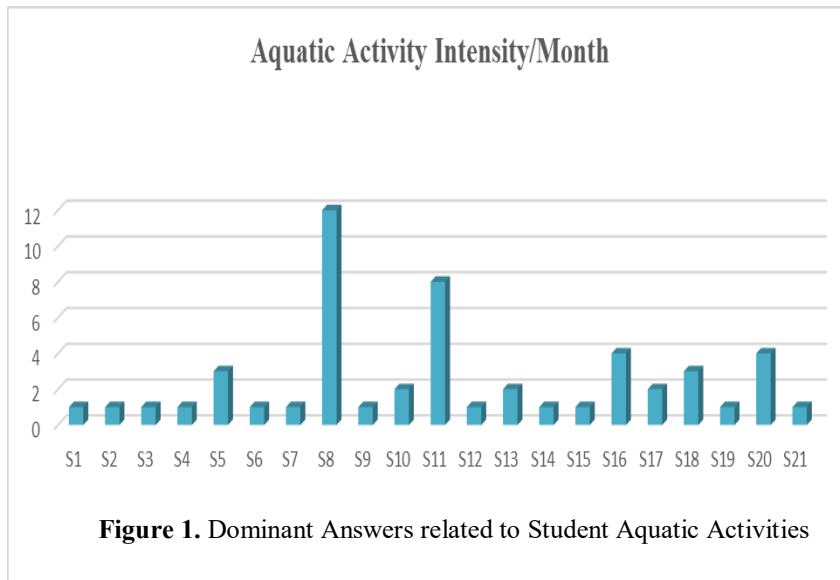
Figure 2. Dominant Answers of the Children Aquatic Activities

Table 1. Aquatic Activity Intensity Category Per Month (Boone & Boone, 2012).

Category	Intensity	Score
Very Often	10-12 times	4
Often	6-9 times	3
Rare	2-5 times	2
Very Rare	0-1 times	1

the author used a Likert Scale ranging 1-4 to measure the interval/classification. This scale was used because it is easy and often used by researchers in measuring behavior. The following is the student aquatic activity scale per month written in 4 categories.

Figure 2 describes that, generally, children played balls in the water (45%) so that balls become a familiar medium for children. Hence, it can be modified in other game contexts. The next mostly carried out activities were diving, who was the longest (14%), sliding and who was the furthest (9%), running (9%), and other activities, such as jumping with buoys, playing airplane movements, picking up objects in the water, role playing, and floating, which could also be modified for further stimulus activities.

Table 2 informs that the children had shown the character of courage. Various carried

Table 2. Children Courage to Do Aquatic Activities

Sub Aspect	Activity	Percentage (%)
Trying game tools	Trying swimming tools	95 %
Joining a line	Joining a line without parent assistance	100 %
Warming up on land	Warming up by the pool	100%
Stretching arm and leg muscles	Doing airplane movement in the water	86%
Going down the stairs	Going down the stairs in the pool	100%
Walking freely along the pool	Walking around the pool	100%
Putting the face into the water consciously and unconsciously	Picking up objects, such as marbles, at the bottom of the pool	76%
Getting into the pool with a simple jump	Jumping in the pool	95%
Breathing with the whole face into the water	Placing the face into the pool	90%
Floating without tools	Floating on the edge of the pool without a float	90%
Horizontal prone position	Doing a floating movement in the water	76%
Performing arm pull and push movements until the body is pushed forward	Gliding without being held	90%

out activities reached a percentage above 75%. Therefore, the optimization of basic movements and swimming techniques could be done. Activities carried out by children in the water, judging from the children answers, are grouped in table 2.

Based on the obtained findings, this could be used as an initial overview for teachers. Overall, grade 3 students had already had a high level of courage, meaning that the application of the aquatic learning program could be carried out to further develop its development, especially optimizing the character strength of elementary school students. The results of previous research suggest that the water fun games can be applied to improve swimming skills integrated with character behavior (Susanto, 2016).

In addition, the initial good courage of the child, when doing activities in the water, can facilitate and speed up the children process in further improving their abilities. Furthermore, aquatic activities are also very useful for improving the knowledge and attitudes of elementary school students (Kinder, at al., 2015). Learning aquatic activities is possible to add collaborative games because a collaborative game approach it is proven to have a significant influence on children's lives optimizing the character development of students in elemen-

tary schools (Astuti, W., & Ula, R. N., 2020). The drawback of this study is the number of samples. The size of the sample involved is still relatively small because it only covers one class. Thus, that it cannot describe the overall state of student courage in the education unit.

CONCLUSION

The researcher concludes that, in terms of intensity, 57% of students still rarely did aquatic activities. Only 5% were included in the very often category in doing aquatic activities. The mostly played aquatic activity was playing or throwing balls. The children courage in carrying out activities in the water had reached a percentage above 75% so that the optimization of basic movement and advanced swimming technique learning could be done, because the student courage in carrying out aquatic activities had achieved the expected results. The researcher recommends for further researchers to apply various game activities that can improve swimming skills, considering that the foundation of student courage is already in the good category.

ers, and parents of students in helping the collecting data process for this research.

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