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The effect of direct learning model with routine practice on self-efficacy and student learning outcomes

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ABSTRACT

This research was conducted because Self-Efficacy and Student Learning Outcomes are still weak. The direct learning model with routine practice is thought to be a factor influencing the Self-Efficacy and Student Learning Outcomes of students in higher education. This study aims to determine how the direct learning model with regular practice affects student self-efficacy and swimming learning outcomes. This type of research is quantitative correlation with the research population is 90 students who take swimming courses in Higher Education. The research sample was selected by purposive random sampling. The instrument used is a questionnaire, because it is an effective data collection method to test the variables to be measured and the answers expected by the respondents. The questionnaire uses a Likert scale by providing an opportunity to answer each item. Hypothesis testing was carried out with the SPSS 26.0 program using correlational analysis. The results showed that the use of direct learning model with regular practice will increase students' self-efficacy, as well as improve learning outcomes in swimming lessons.



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Introduction

Sport is one way to keep the immune system strong so that it is always in good health, swimming is no exception. Swimming can be done by anyone, regardless of gender, age, male or female, young or old, everyone can do it (Einfalt, Zecha, & Lienhart, 2018). Swimming can also be done anytime, regardless of time, it can be morning, afternoon, evening, or night and can be done individually. So to be able to excel in swimming sports need to be supported by adequate physical components. Because there is no point in a swimmer in a race who can swim with a beautiful style but is not able to complete the entire distance that has been determined (Brunner, Melnyk, Sigfússon, & Wattenhofer, 2019). Sports education is physical education and sports organized as part of a regular and continuous educational process to acquire knowledge, personality, skills, health, and physical fitness. Sports education is obtained from the educational process that takes place both at the college level and in higher education. Higher education is a place to organize the educational process to prepare students to acquire knowledge and skills after completing the lecture process taken, including swimming lessons in Higher Education. Sports education is obtained from the educational process that takes place both at the college level and in higher education. Higher education is a place to organize the educational process to prepare students to acquire knowledge and skills after completing the lecture process taken, including swimming lessons in Higher Education. Sports education is obtained from the educational process that takes place both at the college level and in higher education. Higher education is a place to organize the educational process to prepare students to acquire knowledge and skills after completing the lecture process taken, including swimming lessons in Higher Education.

Learning to swim requires movement skills that are carried out step by step from the entire series of movements that students learn. Lecturers in giving examples or demonstrating skills also still do not meet student expectations, so students still lack an understanding of the forms of movement skills being taught. A

lecturer is required to be able to develop various kinds of learning models that are applied to swimming learning materials, so that the learning process can take place properly and with quality. The success of the learning process cannot be separated from the ability of lecturers to develop and implement learning models that are oriented towards increasing the intensity of the potential involvement of students effectively in the learning process.

To develop an effective learning model, lecturers must have adequate knowledge regarding the concepts and ways of implementing certain models in the learning process. An effective learning model is related to the level of understanding of the lecturer on the development and condition of students in the classroom. One of the learning models that can be implemented to solve swimming learning is a direct learning model with routine exercises. The direct learning model with regular practice will create a sense of self-confidence so that this learning process becomes one of the unique things in swimming learning for students. The swimming learning process carried out in higher education is influenced by several things related to the ability, enthusiasm or motivation of students to learn (Ahmad,

Direct learning is learning whose subject matter can be applied or practiced directly by students, so this will make it easier for students to understand the material they are learning, which in this case is swimming learning material. Direct learning will contribute to the self-confidence of every student who follows each learning process. This belief in students is called self-efficacy. Self-efficacy is the belief in himself that he is able to perform certain tasks. Often it is found that children are not sure they will be able to work on the questions even though they have not tried at all. Students with high self-efficacy tend to try their best in solving math problems compared to students with low self-efficacy (Santrock, 2011: 236). The world of lectures is a gateway for students to enter their chosen profession, according to Hosnan (2014) in the 21st century students face risks and uncertainties in line with the rapid development of the environment, such as technology, economy, science. and socio-cultural, so that students are required to be more proactive in acquiring knowledge in order to have adequate knowledge and expertise. Kisti and Fardana (2012) concluded that the advantages possessed by students with high self-efficacy are: (a) can handle effectively the situation they face, (b) believe that they will succeed in facing obstacles, (c) see threats as challenges that cannot be overcome. can be solved. need to be avoided, (d) persistent in trying, (e) having confidence in one's own abilities, (f) showing little doubt, and (g) likes to explore new situations. This means that students can adapt to the times, it is necessary to increase students' confidence in themselves, that they are able to do something if they try and mean it. Singh, AK, Srivastava, S., & Singh, D. (2015) suggested that increasing self-efficacy and learning outcomes can be done in several ways, one of which is by choosing the right learning method used in the classroom.

Direct learning with regular exercises, especially in swimming lessons, helps train students' self-confidence so that if there is an impromptu swimming practice at any time, students are ready for changes to swimming lessons. it is necessary to increase students' confidence in themselves, that they are able to do something if they try and mean it. Singh, AK, Srivastava, S., & Singh, D. (2015) suggested that increasing self-efficacy and learning outcomes can be done in several ways, one of which is by choosing the right learning method used in the classroom. Direct learning with regular exercises, especially in swimming lessons, helps train students' self-confidence so that if there is an impromptu swimming practice at any time, students are ready for changes to swimming lessons. it is necessary to increase students' confidence in themselves, that they are able to do something if they try and mean it. Singh, AK, Srivastava, S., & Singh, D. (2015) suggested that increasing self-efficacy and learning outcomes can be done in several ways, one of which is by choosing the right learning method used in the classroom. Direct learning with regular exercises, especially in swimming lessons, helps train students' self-confidence so that if there is an impromptu swimming practice at any time, students are ready for changes to swimming lessons. (2015) suggests that increasing self-efficacy and learning outcomes can be done in several ways, one of which is by choosing the right learning method used in the classroom. Direct learning with regular exercises, especially in swimming lessons, helps train students' self-confidence so that if there is an impromptu swimming practice at any time, students are ready for changes to swimming lessons. (2015) suggests that increasing self-efficacy and learning outcomes can be done in several ways, one of which is by choosing the right learning method used in the classroom. Direct learning with regular exercises, especially in swimming lessons, helps train students' self-confidence so that if there is an impromptu swimming practice at any time, students are ready for changes to swimming lessons.

Learning outcomes are often used as a benchmark to find out how far someone has mastered the material being taught. Learning outcomes come from two words, namely "results" and "learning". The result is the acquisition due to an activity or process that results in functional changes in the input (Disal, WI, Dariyo,

Basria, D., (2017). Based on the results of previous studies that the learning model has a significant effect on learning outcomes. In general it can be defined that learning outcomes is student self-assessment and changes that can be observed, proven. Thus, it can be concluded that student learning outcomes can be improved through improving student learning models. This means that the better student learning model will have an impact on student learning outcomes that are getting better. While learning is the stage of change in all individual behavior that is relatively permanent as a result of experience and interaction with the environment that involves cognitive processes (Morada, MHD, 2015). So the author tries to do research that aims to find out how the direct learning model with regular practice affects students' self-efficacy and swimming learning outcomes.

Method

This research is a correlational quantitative research. The population in this study were all university students who took swimming lessons totaling 90 people, with 57 males and 33 females, aged 18-20 years, and came from the 2019 and 2020 entry years. Sampling was done by purposive random sampling. The research sample was selected by purposive random sampling. Hypothesis testing was carried out with the SPSS 26.0 program using correlational analysis. Furthermore, data collection by questionnaire. The questionnaire is an effective data collection method to test the variables to be measured and the answers expected by respondents (Smith, 2019). The questionnaire applies a Likert scale by providing an opportunity to answer each item (Awang et al., 2016). Data collection is carried out in universities with the following procedures: 1) Provide an explanation of the instrument and how to fill it out; 2) Distribute instruments and invite students to fill in them; 3) Collect instruments according to the plan. Data were analyzed with descriptive statistics designed to provide information about the distribution of variables (Mishra et al., 2019). Correlational analysis is used to determine the effect of several independent variables on the dependent variable (Chen, & Chen, 2014). Data analysis was assisted by using the SPSS program. Data were analyzed with descriptive statistics designed to provide information about the distribution of variables (Mishra et al., 2019). Correlational analysis is used to determine the effect of several independent variables on the dependent variable (Chen, & Chen, 2014). Data analysis was assisted by using the SPSS program. Data were analyzed with descriptive statistics designed to provide information about the distribution of variables (Mishra et al., 2019). Correlational analysis is used to determine the effect of several independent variables on the dependent variable (Chen, & Chen, 2014). Data analysis was assisted by using the SPSS program.

Results and Discussion

The results of the research presented include a description of the effect of direct learning models with regular practice on self-efficacy and learning outcomes which can be seen in table 1.

Table 1 <The Effect of Direct Learning Model with Routine Practice on Self-Efficacy and Student Learning Outcomes>

Method	Variable		Information
	Self-Efficacy	Learning outcomes	
Direct Learning Model with Routine Practice	0.890	0.774	Strong Contribution

Based on table 1, it can be understood that the use of direct learning model with regular practice contributes to increasing students' self-efficacy with an r-count value of 0.890 which indicates that the calculated r-value is greater than the r-table of 0.207, and improves learning outcomes. on swimming lessons in college with r count of 0.774 which indicates that 0.774 is greater than r table of 0.207. This means that the use of direct learning methods with regular practice contributes positively to increasing self-efficacy and learning outcomes of students who take swimming lessons in college.

The results of this study indicate that the use of direct learning methods is very well used in the learning process, because this method makes a positive contribution to self-efficacy and learning outcomes. NWY Amanda, I W. Subagia, I N. Tik (2014) defines self-efficacy as the belief that a person is able to perform certain behaviors or achieve certain goals.) In general, self-efficacy is a person's assessment of himself. or the level of belief about how much one's ability to perform certain tasks to achieve certain results. Bandura (in Feist & Feist, 2013) defines self-efficacy as a person's belief in his ability to exercise control over the events he

faces. Albert Bandura also said that people's belief in personal efficacy affects the things they pursue (Feist & Feist, 2013). There are three important dimensions in each individual's self-efficacy. The dimensions are: (a) level, (b) generality, and (c) strength. The following is an explanation of each dimension of self-efficacy. Level. This dimension relates to the level of difficulty of the task. Individual perceptions will be different in seeing the level of difficulty of a task. Individuals who have high self-efficacy will tend to choose to do difficult tasks compared to easy ones. Individuals will carry out activities that they feel capable of doing, especially activities that are estimated to be beyond their capabilities. The higher the level of task difficulty, the higher the individual's self-efficacy demands. Generality. The generality dimension describes the individual's belief in completing certain tasks thoroughly and well. This is related to areas of individual achievement such as mastery of tasks, mastery of materials, and time management. Not all individuals are able to perform tasks in certain fields, but individuals who have high self-efficacy tend to master tasks from various different fields. Meanwhile, individuals who have low self-efficacy only master tasks from certain fields. Strength. This dimension is closely related to the strength of beliefs held by individuals. This includes persistence in learning, persistence in completing tasks, and consistency in achieving goals. Individuals who have strong self-confidence will certainly try to achieve the goals to be achieved. However, for individuals who do not have strong beliefs, they will easily give up trying to achieve the goals that have been set. This is related to areas of individual achievement such as mastery of tasks, mastery of materials, and time management. Not all individuals are able to perform tasks in certain fields, but individuals who have high self-efficacy tend to master tasks from various different fields. Meanwhile, individuals who have low self-efficacy only master tasks from certain fields. Strength. This dimension is closely related to the strength of beliefs held by individuals. This includes persistence in learning, persistence in completing tasks, and consistency in achieving goals. Individuals who have strong self-confidence will certainly try to achieve the goals to be achieved. However, for individuals who do not have strong beliefs, they will easily give up trying to achieve the goals that have been set. This is related to areas of individual achievement such as mastery of tasks, mastery of materials, and time management. Not all individuals are able to perform tasks in certain fields, but individuals who have high self-efficacy tend to master tasks from various different fields. Meanwhile, individuals who have low self-efficacy only master tasks from certain fields. Strength. This dimension is closely related to the strength of beliefs held by individuals. This includes persistence in learning, persistence in completing tasks, and consistency in achieving goals. Individuals who have strong self-confidence will certainly try to achieve the goals to be achieved. However,

The results of this study are reinforced by the research of Hardianto, G., Erlamsyah, Nurfahanah (2014) that there is a significant relationship between academic self-efficacy and student learning outcomes at SMA Negeri 2 Solok Selatan. In addition, Ernesto Panadero, Anders Jonsson & Juan Botella (2017) in their research results explain that self-efficacy is influenced by gender. Kate Talsmaa, Benjamin Schütz, Kimberley Norris (2018) that level of academic self-efficacy according to their own performance ability.

The higher the level of academic self-efficacy, the higher the learning outcomes obtained by students, on the contrary, the lower the level of student academic self-efficacy, the lower the student learning outcomes. The level of closeness of the relationship between the two variables is in accordance with the existing interpretation table, the relationship between the two variables has a moderate level of closeness. That "students' feelings of self-efficacy influence the choice of activities, goals, effort and persistence of students in class activities, thus self-efficacy ultimately affects student learning and achievement". Safitri, FN, & Kustini, S. (2014) Academic self-efficacy is a determinant of student success in learning. Through feelings of self-efficacy students will be able to carry out various student learning activities both in higher education and at home and will ultimately affect student learning outcomes.

In the success of the learning process, the emphasis is on students interacting with their learning experiences. Learning causes change in the person who learns. These changes are integral, meaning changes in cognitive, affective and psychomotor aspects. According to the theory, students' cognitive characteristics can be influenced by self-efficacy in learning readiness. Readiness is the willingness to respond or react. The condition of students who are ready to receive lessons from the teacher will try to answer the questions that have been given by the teacher. So that students can give the correct answer, of course students must have knowledge by reading and studying the material to be taught and what has been taught by the teacher. The condition of students who are healthy, enthusiastic and not sluggish, will be easier to accept lessons from the teacher. The healthy condition of students will encourage students to stay focused and pay attention to the explanations given by the teacher. All of these things are part of the student's self-efficacy which is already at a good and optimal stage. Students' motivation and need to learn can also encourage and influence self-efficacy for learning. Readiness to learn needs to be considered in the learning process, because the learning process accompanied by readiness will make it easier for students to accept and understand the material

presented by the teacher and can encourage students to give a positive response where this situation will affect the learning outcomes obtained, because of the self-confidence that already good (Indriastuti, A. ., Sutaryadi, Susantiningrum, 2017). All of these things are part of the student's self-efficacy which is already at a good and optimal stage. Students' motivation and need to learn can also encourage and influence self-efficacy for learning. Readiness to learn needs to be considered in the learning process, because the learning process accompanied by readiness will make it easier for students to accept and understand the material presented by the teacher and can encourage students to give a positive response where this situation will affect the learning outcomes obtained, because of the self-confidence that already good (Indriastuti, A. ., Sutaryadi, Susantiningrum, 2017). All of these things are part of the student's self-efficacy which is already at a good and optimal stage. Students' motivation and need to learn can also encourage and influence self-efficacy for learning. Readiness to learn needs to be considered in the learning process, because the learning process accompanied by readiness will make it easier for students to accept and understand the material presented by the teacher and can encourage students to give a positive response where this situation will affect the learning outcomes obtained, because of the self-confidence that already good (Indriastuti, A. ., Sutaryadi, Susantiningrum, 2017).

The use of models in learning will affect student learning outcomes (Yonanda, D., A., 2017). Nawawi (2010: 100) suggests that learning outcomes are the level of student success in learning lessons in higher education which is expressed by the value obtained from test results regarding a certain number of materials. From the various opinions expressed by the experts above, it can be concluded that learning outcomes are the level of success achieved by students after carrying out learning activities for a certain period of time and experiencing various changes in aspects of students' attitudes and values. So from the results of this study it can also be understood that it is very important to choose the right learning method to improve learning outcomes and increase student self-efficacy.

Conclusion

This study revealed that barriers to learning to swim are influenced by various factors, including the low self-efficacy of students about swimming lessons and learning outcomes in swimming. Based on the findings and discussion of the research results, it can be concluded that the use of direct learning model with regular practice contributes to increasing students' self-efficacy in learning swimming in college. In addition, the direct learning model with regular practice contributes positively to student learning outcomes in swimming lessons in college. Furthermore, the recommendations of this study are based on the results of the research, discussion, and conclusions that have been stated previously.

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