

THE INFLUENCE OF PHYSICAL COACHING, PSYCHOLOGICAL APPROACHES, AND CLASSROOM MANAGEMENT ON ABILITIES NAVAL DIVERS

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ABSTRACT

This paper seeks to establish a link between the effects of physical coaching and educational psychology on Navy divers' abilities in order to enhance their capabilities. At the Navy diving school, educational psychology is applied at the stage of diver ability training. so that when divers pass the Training from the Navy diving school, the theory and practice taught at the educational stage can be internalized and can be immediately implemented. A descriptive quantitative research methodology is employed. This research method is the physical training is variable (X1), psychological approaches are variable (X2), and classroom management is variable (X3) which affects the variable (Y) namely the ability of Navy divers. The problem is the influence of physical coaching, psychological approaches, and classroom management on the abilities of naval divers. Based on the research, it can be said that the usage of class management (X3), educational psychology (X2), and physical training (X1) has a favorable and significant impact on the capability of Navy divers (Y). The ability of Navy divers is the dependent variable, and the three independent factors (X1, X2, and X3) have a significant impact on it, as indicated by the R-value of 0.945. (Y). The dependent variable, which measures the capability of Navy divers, will rise if the three independent factors have grown (Y). While the R2 coefficient is 0.893, or 89.3 percent, of the total. This demonstrates that the variables physical training (X1), educational psychology (X2), and class management (X3) have a contribution of 89,3% to the variable ability of Navy divers (Y), while 11.9 percent (100% -88.1%) is influenced by other variables other than the variables X1, X2, and X3. More research must be done to assess the impact of the other variables on the 11.9 percent.

Keywords: AAL, Effectiveness, KAL, ship control, cadets

1. INTRODUCTION

With more water than land, Indonesia is a maritime nation. However, Indonesian sports are dominated by mainland sports. Water sports, on the other hand, are less attractive. Diving is one of his less popular sports in Indonesia. Many factors make diving less attractive. The meaning of the word scuba diving is to survive underwater. Diving can be divided into two meanings. Freediving, also known as skydiving, is a diving activity that uses equipment at relatively shallow depths, with dive times dependent on lung capacity. You need a tool called a breathing apparatus (SCUBA). Use of this tool requires familiarity with the adjustments and use of diving equipment and requires knowledge of diving theory. One of the freediving numbers is apnea. the ability to hold your breath underwater for a specified distance during a dive, or what is often called an apnea

It is one of the diving competition numbers. Apnea can be divided into two categories, dynamic apnea and static apnea. The better you are, the better. The ability to hold breath underwater is also excellent, and performance can be expressed in numbers.

Apnea can be achieved. Physical fitness is an important factor for success, including diving. Therefore any diver must be in excellent physical condition to compete or compete. Also, sports performance requires a person or athlete to be in good physical condition engineering. Sajoto (1988:57) explains that.

Diving is part of a parent organization called All Indonesia Diving Sports Association (POSSI). If POSSI is a member of the Indonesian Water Sports Federation (FOPINDO), a member of Central KONI and the World Diving Federation i.e. Confederation Mondiale Des Activities Subaquatiques (CMAS) based in Rome, Italy and a member of the Asian Diving Federation (AUF). Anthropometric, on the other hand, refers to the measurement of an athlete's ability to perform sports-related movements. A good physique is one of the most important assets an athlete must maintain. Physical factors associated with ideal posture relate to an athlete's endurance, speed, flexibility, agility, movement coordination, and strength in both training and competition. The physical state is the unified whole of the components that are not. Can be easily separated for both improvement and

maintenance (Sajoto, 1995:810).

Flexibility is the ability to perform movements within the joint's range of motion, and intended flexibility is the flexibility of the spine. Exercise apnea when diving with dolphins. Judging from the dolphin-style swimming movements, kicking flexibility plays an important role in the success of the movement. Kicking flexibility serves to increase joint movement and elastic movement of the kicking muscles, making apnea movements appear flexible and less stiff when diving. Additionally, shot flexibility allows you to deliver additional moves quickly and powerfully. Lung capacity is an important building block of physical performance.

Spirometry should be performed to determine the extent of the difference in airflow velocity. Spirometry is measured by checking and recording the amount of air moving in and out of the lungs with a spirometer. Spirocapacity studies are often used to measure a person's physical fitness and should be performed. Oxygen maximal capacity is an important component of physical fitness for apnea capacity. Athletes with good oxygen maxim can perform the vigorous exercise for long periods of time without fatigue. According to Sajoto (1988:193) "Any amateur, athlete, or trainer wishing to increase endurance or endurance should appreciate the need to improve cardiovascular performance."

Researchers are looking for a correlation between the influence of physical coaching and educational psychology on the capacity of Navy divers in order to increase that ability. At the Navy diving school, educational psychology is applied at the stage of diver ability training. so that when divers pass the Training from the Navy diving school, the theory and practice taught at the educational stage can be absorbed and can be used directly.

2. MATERIALS AND METHODS

2.1 Educational psychology

According to linguistics, psychology is derived from two Greek terms, Psyche, which means Java, and "Logos," which denotes science or knowledge. Therefore, the term "psychology" might also denote Javanese Science, or Psychology 10 for short. Since its meaning is still ambiguous, psychology is still defined as a subject that adapts to current interests and trends. As a result, psychology is occasionally defined alongside other subjects like biology, sociology, or even majors. the branch of philosophy.

The utility of psychology was still the deciding factor back then, although today, in light of this diversity, experts work to identify common ground. Wilhelm Wundt first suggested in Leipzig in 1897 that psychology be split into a separate field. The focus of Wundt's psychology research is now on behaviors that have undergone objective analysis rather than on abstract ideas. Since experiences that emerge from things outside of oneself are the focus of the natural sciences, Wundt defined psychology as the discipline that examines the experiences that come from

individuals, feelings, thoughts, and motivations. Both Carole Tavis and Carole Wade have observed that this Psychology is a branch of science that focuses on behavior and the mind. It examines mental and physical processes and how they are influenced by internal and external factors."

The author draws a conclusion based on etymological theories and some of the experts mentioned above. That psychology is a discipline that carefully examines and researches all aspects of human attitudes, behaviors, and actions, including those that represent psychiatric life. The utility of psychology was still the deciding factor back then, although today, in light of this diversity, experts work to identify common ground. Wilhelm Wundt originally put out the notion of separating psychology into its own field at Leipzig in 1897.

The focus of Wundt's psychology research is now on behaviors that have undergone objective analysis rather than on abstract ideas. Since experiences that emerge from things outside of oneself are the focus of the natural sciences, Wundt defined psychology as the discipline that examines the experiences that come from individuals, feelings, thoughts, and motivations. 21 Carole Wade and Carol Tavis have noted that psychology is the discipline that examines behavior and the mind, as well as how processes are impacted by the physical, mental, and environmental conditions of the organism. 22 The author draws a conclusion based on etymological theories and some of the experts mentioned above. that psychology is a discipline that carefully examines and researches a wide range of human dispositions, behaviors, and activities, including those that manifest mental life.

2.2 Military Diving

Underwater environmental conditions differ from those on land, and special equipment is required to perform activities while exploring underwater. The tools used are at least fins, masks and snorkels used in surface water diving activities known as skin diving or free diving. According to Ariadno, Baroeno et al. (2003 1.3) Snorkeling is an activity performed at relatively shallow depths and relatively limited dive times, depending on lung capacity. On the other hand, Ariadno, Baroeno et al. (2003: 1.3) is a long underwater dive using SCUBA (Self-Contained Underwater Breathing). equipment) and other equipment as required. Scuba diving is an activity performed underwater, with or without equipment, to achieve a specific goal.

According to Wilkens, Lenny (1994:65) Anthropometric and physical factors used in apnea manoeuvres in diving are:

- a. Leg length

The legs are a key factor in achieving apnea performance in diving. The legs play a key role in pushing to get a big boost to move forward.

b. Bust size

Length - Your short chest size determines how much oxygen you can absorb. It is very important when you inhale and then hold your breath and is used for apnea ability in scuba diving.

c. Leg strength

Leg strength is needed to perform leg rowing motions quickly and powerfully for greater propulsion.

d. Lung capacity

Lung capacity is an important factor in your ability to hold your breath. The more oxygen that enters the lungs and the faster you inhale, the faster the oxygen circulates through active body tissues.

e. Maximum oxygen content

Maximum oxygen capacity (VO₂ max) is a person's ability to use oxygen (O₂) during maximum activity. Volume usage. All athletes need maximum oxygen for prolonged exercise and for diving apnea.

f. Flexibility of Tugok.

Shot flexibility is very helpful for speed development. Apnea exercise. From the above description, it is clear that the major anthropometric and physical factors that determine jump-shooting ability include several elements of physical conditions to produce good movement. Physical fitness components that also affect apnea capacity are leg strength, lung capacity, oxygen maxim, and stroke flexibility. In addition to the physical fitness factor, there are important factors such as leg length and torso length, which are anthropometric measurements.

2.3 Class management

Classroom Management with Danim (2012:166) "The term classroom management consists of two words: management (administration) and class (classroom), which means classroom. It is a process and a class is generally defined as a group of students sitting at the same time who receive the same lesson from the same teacher. The teacher's role in education is very important. Good or bad education depends on how the teacher conveys science. The importance of the teacher's role is influenced by the life values that guide the student in achieving personal, family, social and national goals. It is not only the academic ability that a teacher must possess but also how the teacher can motivate students to learn and later increase their educational participation.' Achievements and aspirations. More specifically, the roles mentioned here refer to the teacher's role in the learning process. The lecturer very dominant determinant. Education in general is central to the entire educational process as teachers

play a role in the learning process (Mursalin, Sulaiman, 2017).

3. RESULTS AND DISCUSSION

3.1 Research Hypothesis

The hypothesis carried out by the researcher is an initial or temporary assumption of the relationship between variables, which must be proven true. The hypotheses in this study are as follows:

H0: Physical training affects the ability of Navy divers
 H1: Physical training has no effect on the ability of Navy divers.

H2: Educational psychology has no effect on the ability of Navy divers.

H3: Educational psychology affects the ability of Navy divers.

H4: Class management has no effect on the ability of Navy divers.

H5: Class management affects the ability of Navy divers

3.2. Framework

This study uses a framework developed for diving school training problems to achieve optimal training outcomes. This study calculates the effects of physical activity, psychological training, and instructional leadership on naval divers' skills, as follows :

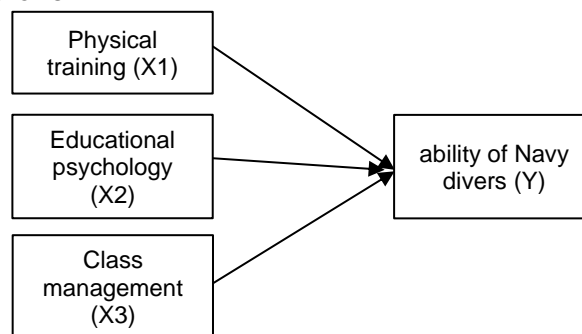


Figure 2. Thinking Framework

3.3. Variable Validity Test of Physical training (X1)

When testing the independent variable motion (X1) on 10 questions with up to 38 respondents. The validity

test results using IBM SPSS Statistics 25 software yield the results shown in Table 1.

Table 1. Results of the Validity Test of Physical training Variables (X1)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X11	29.39	13.218	.543	.830
X12	29.82	13.722	.415	.840
X13	29.68	12.817	.525	.832
X14	29.89	11.826	.643	.820
X15	29.63	13.644	.514	.833
X16	29.71	12.914	.562	.828
X17	29.66	13.420	.464	.837
X18	29.61	13.543	.468	.836
X19	29.66	12.177	.619	.822
X110	29.71	12.103	.656	.818

To test the validity of the physical training (X1) variables, note the Adjusted Item Total Correlation column in the table above, namely X11 (X1 variable from question 1) through X110 (X1 variable from question 10). please. Here, an X variable is said to be valid if $r_{count} > r_{table}$ value. The r_{count} value is in the Corrected Element Total Correlation column. The r_{table} value for N 38 is 0.320. Since the calculated r -values are X11 to X110 $>$ from the r -table, the results of the independent variable motion (X1) validation tests are all declared valid.

3.4. Educational psychology Validity Test (X2)

The independent variable educational psychology (X2) was tested on 10 questions by 38 respondents. Results of efficacy testing using IBM SPSS Statistics 25 software are shown in Table 2.

Table 2. Validity Test Results of Educational psychology Variables (X2)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X21	30.68	12.817	.709	.845
X22	30.89	13.178	.548	.858
X23	30.71	13.833	.499	.861
X24	30.84	12.623	.660	.848
X25	30.89	13.826	.553	.858
X26	30.84	14.137	.445	.865
X27	30.74	13.659	.547	.858
X28	30.74	12.794	.650	.849
X29	30.68	12.762	.655	.849
X210	30.63	13.590	.565	.857

To test the validity of the variable Educational Psychology (X2), we use the table of total correlation columns for the above modifiers, i.e. X21 (in question 1 of variable X2) through X210 (in question 10 of variable X2). Please consider. where the variable X is: A value of $r_{count} > r_{table}$ is said to be valid. As shown in Table 2, all the computed r -values from X21 to X210

are greater than the r -table, so all the results of the Educational Psychological Validity Test (X2) are declared valid.

3.5. Variable Validity Test Class management (X3)

Independent variable class control (X3) was tested with 13 questions by 38 respondents. Results of efficacy testing using IBM SPSS Statistics 25 software are shown in Table 3.

Table 3. Test Results of the Variable Validity (X3)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
X31	40.89	30.688	.827	.923
X32	40.55	31.821	.499	.927
X33	40.83	29.813	.720	.920
X34	40.58	30.196	.619	.924
X35	40.42	30.921	.689	.921
X36	40.47	29.770	.697	.921
X37	40.37	29.482	.736	.919
X38	40.71	30.049	.643	.923
X39	40.42	29.980	.715	.920
X310	40.42	28.953	.819	.916
X311	40.55	30.849	.600	.924
X312	40.47	30.040	.712	.920
X313	40.58	29.460	.711	.920

The effectiveness test of the independent variable class control (X3), add be careful. X is considered valid if the value of $r_{count} > r_{table}$. As shown in Table 3, all the computed r -values from X31 to X213 are greater than the r -table, so all the results of the Educational Psychological Validity Test (X2) are declared valid.

3.6. Ability of Navy Diver Variable Validity Test (Y)

A test of the dependent variable naval diver ability (Y) on 10 questions by a total of 38 respondents. Validity testing results using IBM SPSS Statistics Ver 25 software show the results shown in Table 4.

Table 4. Validity test results for Dalkap Expertise Variable (Y)

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y1	30.74	10.361	.550	.841
Y2	30.95	10.430	.475	.847
Y3	30.87	9.685	.624	.834
Y4	31.03	10.080	.623	.835
Y5	31.00	10.865	.418	.851
Y6	30.74	10.037	.661	.832
Y7	30.89	10.259	.515	.844
Y8	30.87	10.280	.505	.845
Y9	30.87	9.955	.606	.836
Y10	30.89	9.989	.600	.836

Source: Primary data processed by SPSS Ver 25

To test the validity of the navy diver's performance variable (Y), see the Modifier and Total Correlation columns in the table above. That is, see Y11 (Y1 variable in question 1) through Y110 (his Y1 variable in question). Ten). where the Y variable must be valid if $r_{count} > r_{table}$ value. As shown in Table 4.9, all the calculated r -values from Y11 to Y110 are

greater than the r-table, so all validity test results for the dependent variable Navy Diver Ability (Y) are declared valid.

3.7. Physical Training Reliability Test (X1)

In the reliability test of the Physical Training variable (X1) which consists of 10 questions, it is as shown in table 5.

Table 5. X1 . Reliability Test Results

Reliability Statistics	
Cronbach's	
Alpha	N of Items
,844	10

Source: Primary data processed by SPSS Ver 25 Software

As shown in the table above, the results of the reliability test for all variables with Cronbach's alpha show that the alpha values are $0.844 > 0.6$. From this we can conclude that all research equipment for variable physical training (X1) is reliable.

3.8. Educational psychology Reliability Test (X2)

In the reliability test of the educational psychology variable (X2) which consists of 10 questions, it is as shown in table 6.

Table 6. X2 . Reliability Test Results

Reliability Statistics	
Cronbach's	
Alpha	N of Items
,868	10

Source: Primary data processed by SPSS Ver 25 Software

As shown in the table above, the results of the reliability test for all variables with Cronbach's alpha show that the alpha values are $0.868 > 0.6$. From this we can conclude that all research tools for the Vessel Control Practice Variable (X2) are reliable.

3.9. Class management Reliability Test (X3)

In the reliability test of the use of Class management (X3) which consists of 13 questions, it is as shown in table 7.

Table 7. X3 . Reliability Test Results

Reliability Statistics	
Cronbach's	
Alpha	N of Items
,927	13

Source: Primary data processed by SPSS Ver 25 Software

The reliability test with Cronbach's alpha results for all variables are displayed in the table above, and the alpha values are $0.927 > 0.6$. As a result, we can say that every research metric on the variable use of class management (X3) is valid.

3.10. Ability of Navy Diver Reliability Test (Y)

In the reliability test of the ability of Navy diver variable (Y) which consists of 10 questions, it is as shown in table 8

Table 8. Y . Reliability Test Results

Reliability Statistics	
Cronbach's	
Alpha	N of Items
,854	10

Source: Primary data processed by SPSS Ver 25 Software

The reliability test with Cronbach's alpha results for all variables are displayed in the table above, and the alpha values are $0.854 > 0.6$. This leads us to the conclusion that all study tools on the performance variable (Y) for naval divers are trustworthy.

3.11. Normality test

The reliability test with Cronbach's alpha results for all variables are displayed in the table above, and the alpha values are $0.854 > 0.6$. This leads us to the conclusion that all study tools on the performance variable (Y) for naval divers are trustworthy.

Table 9. Kolmogorov Smirnov

			Unstandardized Residual
N			38
Normal Parameters, b		mean	,0000000
		Std. Deviation	1.15091894
		Absolute	,061
Most Extreme Differences		Positive	0.051
		negative	-,061

Test Statistics	,061
asymp. Sig. (2-tailed)	,200c,d

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Source: Primary data processed by SPSS Ver 25 Software

3.12. Multicollinearity Test

The basis for decision making in the One-Sample Kolmogorov-Smirnov test is the residual is normally distributed if the significance value is > 0.05 . Guidelines for making decisions about the data are close to or are normal distributions based on the Kolmogorov-Smirnov test can be seen from:

- a. If the value of Sig or significant is normal or probability < 0.05 , then the data is not normally distributed.
- b. If the value of Sig or significant is normal or probability > 0.05 then the data is normally distributed.

According to the test results, the Sig scale's overall value is 0.200 and is greater than 0.05. Since all of the research tools are distributed regularly, it can be said that they have all met the criteria for further processing in the discussion that follows.

Testing for the presence or absence of multicollinear symptoms is done by examining the VIF score and tolerance score. If the VIF value is less than 10.00 and the Tolerance value is greater than 0.100, you can conclude that the regression model does not have multicollinearity problems. From the results of the correlation test, choose whether to accept H0 or H1 from the given hypothesis and use that as the conclusion.

All sample data obtained are then collated. That is, variables for physical training (X1), educational psychology (X2), class management use (X3), and naval diver output variable ability (Y) using IBM SPSS Statistics 25 software. A correlation test analysis can be obtained as follows:

Table 10. Multicollinearity Test Results Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5.068	1,856		2,731	,010		
	X1	,386	,082	,435	4,698	,000	,367	2,724
	X2	,195	0.075	,223	2,589	0.014	,425	2,353
	X3	,225	,065	,378	3,469	,001	,265	3,772

Based on the data processing above, we can conclude that the three variables have VIF values. So we can say that (X1) is 2.724, (X2) is 2.353, (X3) is 3.772, and $< 10 > 0.100$. There are no multicollinearity issues between the independent variables. This indicates a positive relationship, implying that the use of three independent variables, namely physical

training, educational psychology, and class management, improves naval divers' skills.

3.13. Simple Linear Regression Test for X1 and Y Variables

The results of the simple linear regression test between X1 and Y variables are as in table 11.

Table 11. Simple Linear Regression Test Results for X1 and Y Variables Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,644	2,365		3,656	,001
	X1	,779	,071	,877	10,933	,000

From this table, we can see that there is a correlation between the variables X1 and Y with significance less than 0.05. So you can get the regression equation based on the formula in the coefficients table.

$$Y = 8.644 + 0.779 X1$$

$$Y = a + b X$$

So that the linear regression equation can be obtained between the variables X1 and Y as follows:

3.14. Simple Linear Regression Test for X2 and Y Variables

The results of the simple linear regression test between the variables X2 and Y are as shown in table 12.

Table 12. Simple Linear Regression Test Results for Variables X2 and Y
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10,843	3,102		3,495	,001
	X2	,687	0.090	,786	7,617	,000

a. Dependent Variable: Y

Source: Primary data processed by SPSS Ver 25 Software, 2021

From this table, we can see that the variables X2 and Y are correlated with significance <0.05. So you can get the regression equation based on the formula in the coefficients table.

$$Y = 10,843 + 0.687X2$$

$$Y = a + b X$$

For the purpose of obtaining the following linear regression equation between variables X1 and Y:

3.15. Simple Linear Regression Test for X3 and Y Variables

The results of the simple linear regression test between the X3 and Y variables are as shown in table 13.

Table 13. Simple Linear Regression Test Results for X3 and Y . Variables **Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11,067	1,989		5.565	,000
	X3	,530	0.045	,891	11,794	,000

Source: Primary data processed by SPSS Ver 25 Software

From this table, we can see that there is a significant <0.05 correlation between the variables X3 and Y. So you can get the regression equation based on the formula in the coefficients table.

In order to construct the following linear regression equation between the variables X1 and Y:

$$Y = 11.067 + 0.530 X3$$

$$Y = a + b X$$

3.16. Multiple Linear Regression Test

Then, compile all the obtained sample data, i.e. (X1), (X2), (X3), and (Y), and use IBM SPSS Statistics 25 software to obtain the results shown in Table 14.

Table 14. Multiple Linear Regression Test Results Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.068	1,856		2,731	,010
	X1	,386	,082	,435	4,698	,000
	X2	,195	0.075	,223	2,589	0.014
	X3	,225	,065	,378	3,469	,001

From the table above, the significance value is less than 0.05, the three variables are correlated or influential and we can formulate the multiple linear regression equation derived from the general formula above.

$$Y = 5.068 + 0.386 X1 + 0.195 X2 + 0.225 X3$$

3.17. X1 and Y Variable Correlation Test

The results of the correlation test between variables X1 and Y are shown in Table 15. From this table we can see that there is a positive correlation between the variables X1 and Y with an R value (correlation coefficient) of 0.877 and an end value. A factor (R2) of 0.769 or 76.9%.

Table 15. Correlation Test Results for X1 and Y . Variables

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.877a	.769	.762	1,716

a. Predictors: (Constant), X1

3.18. X2 and Y . Variable Correlation Test

The results of the correlation test between variables X2 and Y are shown in Table 16. From the

table, we can see that there is a positive correlation between the variables X2 and Y with an R-value (correlation coefficient) of 0.786 and a termination coefficient (R2) of 0.617 or 61.7%.

Table 16 Correlation Test Results for X2 and Y . Variables

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.786a	.617	.606	2,208

a. Predictors: (Constant), X2

Ssource: Primary data processed by SPSS Ver 25 Software, 2021

3.19. X3 and Y . Variable Correlation Test

Table 17 shows the results of the correlation test between variables X3 and Y. From the table we can

see that there is a positive correlation between the variables X3 and Y with an R value (correlation coefficient) of 0.891 and a termination coefficient (R2) of 0.794 or 79.4%.

Table 17. Correlation Test Results for X3 and Y . Variables

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.891a	.794	.789	1.618

a. Predictors: (Constant), X3

Source: Primary data processed by SPSS Ver 25 Software, 2021

3.20. Multiple Correlation Test

The results of correlation tests between variables X1, X2, and X3 and Y are shown in Table 18. From this

table we can see that the variables X and Y are positively correlated with the R values (correlation coefficients). Termination factor (R2) of 0.945 0.893 or 89.3%.

Table 18. Multiple Correlation Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.945a	.893	.884	1,201

a. Predictors: (Constant), X3, X2, X1

4. CONCLUSIONS

The conclusions drawn from this study are as follows, and they are based on the analysis and research findings presented in the preceding chapter:

a. Based on the research results, the Physical Training variable (X1) has a positive and significant effect on ability of Navy divers (Y). The R value of 0.877 indicates that there is a positive correlation/relationship, where the Physical Training variable (X1) has a strong influence on the ability of Navy diver

variable (Y). If the Physical Training variable (X1) has increased, it will also be followed by an increase in the ability of Navy diver variable (Y). While the value of the termination coefficient (R²) is 0.769 or 76.9%. This shows that the Physical Training variable (X1) has a contribution of 76.9% to the ability of Navy diver variable (Y), while 32% (100%-68%) is influenced by other variables.

b. Based on the results of the research, the educational psychology variable (X2) has a positive and significant effect on ability of Navy divers (Y). The R value of 0.786 indicates that there is a positive correlation/relationship, where the educational psychology variable (X2) has a strong influence on the ability of Navy diver variable (Y). If the educational psychology variable (X2) has increased, it will also be followed by an increase in the ability of Navy diver variable (Y). While the value of the termination coefficient (R²) is 0.617 or 61.7%. This shows that the educational psychology variable (X2) has a contribution of 61.7% to the ability of Navy diver variable (Y), while 38.3.8% (100%-61.7%) is influenced by other variables.

c. Based on the results of the study, the variable class management (X3) has a positive and significant effect on navigation skills (Y). The R value of 0.891 indicates that there is a positive correlation/relationship, where the variable of the use of Class management (X3) has a strong influence on the variable of ship control expertise (Y). If the variable of the use of Class management (X3) has increased, it will also be followed by an increase in the variable of ship control expertise (Y). While the value of the termination coefficient (R²) is 0.794 or 79.4%. This shows that the variable use of Class management (X3) has a contribution of 79.4% to the variable of ship control expertise (Y), while 20.6% (100%-79.4%) is influenced by other variables.

d. Based on the results of the research on Physical Training (X1), educational psychology (X2) and the use of Class management (X3) have a positive and significant effect on ability of Navy divers (Y). The R value of 0.945 indicates that there is a positive correlation/relationship, where the three independent variables (X1, X2 and X3) have a strong influence on the dependent variable, namely ability of Navy divers (Y). If the three independent variables have increased, it will also be followed by an increase in the dependent variable of ability of Navy divers (Y). While the coefficient of determination (R²) is 0.893 or 89.3%. This shows that the variables of Physical Training (X1), educational psychology (X2) and the use of Class management (X3) have a contribution of 89, 3% of the variable Ability of Navy divers (Y), while 11.9% (100%-88.1%) is influenced by other variables outside the variables X1, X2 and X3. To determine the effect of other variables of 11.9%, further research needs to be carried out.

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