

Design of Cooperative Learning Models in Physical Education Learning in Elementary School

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Abstract— The purpose of this study was to determine the contents of the steps of the Learning Implementation Plan using the cooperative model (Cooperative Learning) for elementary school students in the City of Banjarbaru. The research method used in this study is a quantitative method by using surveys and documentation as its data collection techniques. The population in this study were public and private elementary schools in the city of Banjarbaru involving 87 public elementary schools including 20 private elementary schools. The taken samples are 15 elementary schools in Banjarbaru city in which 3 schools are taken for each district since Banjarbaru has five districts. The object of sample data taken is the Physical Education Teacher learning implementation plan in each of the schools. The Sampling was taken based on School Accreditation, using Systematic Random Sampling. The findings of the study revealed that the suitability level of Cooperative Learning models (Cooperative Learning) in the Learning Implementation Plan at 2 Elementary Schools got a percentage of 31.25% or only 5 appropriate criteria while 11 of these criteria are not appropriate or get a percentage of 68, 75 %. The conclusion of this study is the level of appropriateness of the Cooperative Learning model in the Learning Implementation Plan at the Comet 5 Elementary School and Syamsudin Noor 4 Elementary School are in the Less category.

Keywords: *cooperative learning, design, model*

I. INTRODUCTION

Physical education is a tool or media of encouragement to produce motor skills, attitudes, and develop knowledge. Physical education is expected to be able to shape the morale of students by interacting with the surrounding environment and being able to make students think critically and create innovation and creativity.

Physical education is expected to be able to build the character of students, by applying three aspects that play a role such as aspects of knowledge, attitudes, and skills. With some of these aspects, it is expected to be able to develop the character and attitude of students in accordance with educational goals. In the learning process, of course, this is related to the written preparation of the learning implementation plan, and the learning implementation plan is a document that must be made by the teacher, without a learning implementation plan, the process of learning activities cannot be directed, the learning objectives cannot be achieved. Concerning the problem in the steps of learning, it can undoubtedly be seen from the learning model applied. Most teachers tend to be out of sync in choosing learning models, and learning models are written in the learning implementation plan, not visible and visible within steps of learning. So that when the process of learning activities in

the field occurred, the model at once is invisible and causes learning objectives is becoming challenging to achieve.

Based on the experience of field practice has been implemented, a lack of creativity and effort innovative learning methods lead to steps in the learning process becomes false. The contents of learning are visible in the plan of the Education Frame Learning and not in sync with the model of learning in the field, with an error applying the learning model that led to the goal learning is difficult to achieve [1].

II. METHODOLOGY

The method used in this study is quantitative. This method is based on a positivist philosophy [2]. This method is a scientific method because it has fulfilled concrete/empirical, objective, measurable, rational and systematic scientific principles. Research samples in 15 elementary schools in the city of Banjarbaru involve: Elementary School 5 Comet, Elementary School 4 Loktabat Utara, Elementary School 5, Elementary School 1 Loktabat Selatan, Elementary School 5 Sungai Besar, Elementary School 1 Palam, Elementary School 3 Cempaka, Elementary School 2 Bangkal, Elementary School 1 Syamsudin Noor, Elementary School 1 Guntung Manggis, Elementary School 4 Syamsudin Noor, Elementary School 1 Landasan North Ulin, Elementary School 1 Landasan Ulin Selatan, and Elementary School 2 Landasan Ulin Utara. Then the data obtained from the survey results are only two elementary schools that use cooperative learning models. One of the physical education learning models is the Cooperative learning model is a learning model with the division of small groups with due regard to the diversity of group members [1].

III. RESULTS AND DISCUSSION

The final result of this research is in the form a report on lesson plans that use a cooperative learning model that has been analyzed. It will also find out the level of suitability of the learning steps with criteria in accordance with the cooperative learning model. It was discussed Previously that the purpose of this study was to determine the contents of learning implementation plan learning focused on learning implementation plan using cooperative learning models. With this research, it will be known how the expertise of teachers in making a learning plan. How is the suitability of the model for the learning steps?

The cooperative e-Learning Model is a model that is almost similar to group learning, how students are more active than educators or teachers. The teacher is only a facilitator in the learning activities. So therefore, Cooperative

Learning Model (Cooperative Learning) has specific criteria or characteristics. With these characteristics, it can be a differentiator from other learning models. In this case, the criteria of the Cooperative Learning model are used as an instrument of assessment of this research.

The final product of this study is not only to analyze or find out how the steps of learning the cooperative model lesson plans are used as research samples, but also as a researcher, the comparison or make arguably a cooperative model lesson plan documents that fit the criteria of the cooperative learning model. With this comparison, the aim is to make it easier for readers to know cooperative learning models that are appropriate to the learning steps (syntax) of cooperative management. Because basically, this research instrument is the Learning Implementation Plan and also the guide format of learning implementation plan observation..

In the results of the analysis at 2 Elementary Schools, which were used as the object of research because they used the Cooperative Learning model, namely at the Comet Elementary School 5 and Elementary School 4, Syamsudin Noor Elementary School found similar analysis results. Assessment criteria that appear there are only 5 point criteria, such as The teacher forms groups, students are faced with problems, students explore problems, students formulate tasks and solve problems, and students work in groups. These points cannot represent a lesson plan with Cooperative Learning. From the results of the analysis, there are also no points that appear such as The teacher chooses cooperative learning techniques, the teacher ranks students in group formation, students design team-building with group identity, and even the absence of visible sentences such as the teacher evaluating and scoring the results of the group and the teacher evaluating group member behavior.

In this case, it can be seen that the teacher does not fully understand and master the learning models applied when implementing learning activities. Before teaching, a teacher must prepare materials carefully, with how to create a lesson plan regarding methods, models, and also the media to be used. By making learning steps in accordance with the concept models, methods, and media that will be used. With such teacher actions, the process of learning activities will go well and adequately. Teachers are expected to pay more attention to the design of learning, especially in making the core of learning or learning steps. Because of the process of learning steps, learning objectives will be achieved or not. Then from the results of the analysis, the criteria in accordance with the learning model of Cooperative amounted to 31.25%.

Moreover, that does not fit the criteria of 68.75 %. Cooperative learning models can be recommended to be implemented by physical education teachers to improve social skills [3]. Cooperative learning models are very influential in learning [4]. The cooperative learning process has a positive impact on Physical Education learning [5].

Physical education in the teaching process in the field needs to use cooperative learning models with a variety of variations.

A. Learning Implementation Plan at Elementary School (SD) 5 Komet

From the results of the analysis of the Teacher's learning implementation plan document in Elementary School (SD) 5

Komet, the criteria according to the Cooperative Learning model of observation are 31.25%, or only five criteria are appropriate.

B. Learning Implementation Plan at Elementary School (SD) 4 Syamsudin Noor

From the analysis of the Learning Implementation Plan document at Elementary School 4 Syamsudin Noor, the criteria obtained are in accordance with the Cooperative Learning observation instruments of 31, 25% or only 5 Criteria that are appropriate. With these results, it can be concluded, that the two Physical Education Implementation Plan of physical education teachers in Comet Elementary School 5 and Syamsudin Noor Elementary School 4 is precisely the same, and fall into the less category because they only have the appropriate criteria of 31.25 %.

Based on the analysis results, the following data are obtained.

- In the results of the assessment analysis of the learning plan document above, obtained data in the form of criteria that are not in accordance with the Cooperative model assessment instrument that is equal to 68.75% or only 11 criteria that are not appropriate.
- In the results of the assessment analysis of the learning plan document above, obtained data in the form of criteria in accordance with the cooperative model assessment instrument that is equal to 31.25% or only five criteria that are appropriate.
- Because the criteria in accordance with the cooperative model assessment instrument are only around 31.25%, according to the scale of the class range, the learning steps (syntax) in the sample lesson plan of the Elementary School Teacher 4 Syamsudin Noor are in the Less category.

IV. CONCLUSION

From 15 schools, and taking one lesson plan from each school as a research sample, there are several learning models used by physical education teachers, namely: 1) Cooperative Learning Model = 13% 2) Discovery Learning Model = 53% 3) Problem Based Learning Model = 7% 4) Not Using Model = 27%. The results of the analysis of the lesson plan in the steps of learning the cooperative model in the teacher lesson plan have been elaborated.

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