

Using Cooperative Learning to Teach Team Game Tournament Structure in Learning Physical Education and Sports

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ABSTRACT

This study aims to determine the extent to which the effectiveness of cooperative learning model to teach game team tournament structure in Physical Education and Sport Management. This is classroom action research. Subjects of this research were health, physical education and recreation students taking a course in Physical Education and Sport Management, as well as lecturers for Management of Physical Education and Sport. At the beginning of the course, an explanation on tournament match system was given to the students and it turns out many students who have not understood this material. Based on this fact it is considered important to improved the learning process. The results showed that there was an increase in learning outcomes, in the pre-cycle with values of 37.5%, in cycle 1 increased to 55%, and in cycle 2 to 80%. Based on the results of this study, the use of Co-operative Method has a positive effect on the learning outcomes of physical education and sports management students.

Keywords: *learning, physical education, cooperative*

1. INTRODUCTION

Physical education students who are the students of choice from the number of prospective students who are interested in studying into physical education program. Students have been selected in the first, physical, ie the physical condition of prospective students whether it has been in accordance with existing requirements or does not meet. Secondly cognitively, does the student have knowledge that meets the minimum standards required in a physical education course. Third psychomotor, prospective students tested their motor skills, to determine the basic motor capability of prospective students.

Thus, if it is concluded that the curriculum is continuously updated for adjustment to the needs of employment, the presence of competent educators with the field, then the input of students who have adapted to the needs of the study program, hence expected skills, skills and knowledge students will be able to master the process lectures well and smoothly. But in reality there are still some students who are unable to follow the lecture well or in accordance with the rules. This is seen in the course of Management of Physical Education and Sport, there are still students who do not understand about the system of matches and sports events. Though they are prospective educators who must be ready to transfer their knowledge to their students at some time later. For that we need an approach to students so that students can quickly understand the match system. To understand the game system requires direct experience and one form of learning

model with hands-on experience is cooperative cooperative learning model of team tournament type.

“Cooperative learning type team games tournament characterized that every student entered a team, the team is given the task to practice and learn within a certain period and then each team will be contested to find the winner” [1]. From this learning process comes the competition on every team to be the best. So every team will try to practice and learn as well as possible.

Cooperative Learning

States that the learning of team tournament type teams aims for each team capable of completing tasks within a certain period [1]. And students are formed in teams to compete with each other. With this competition is expected to provide more motivation to learn to students. UPT P2AP Team University of Bengkulu learning type team tournament team students assessed by following the tournament, ie each team will be contested to obtain the score or the best value. The steps of application of learning model team tournament games are as follows; (1). Lecturers provide lecture materials to students, and lecturers as facilitators; (2). Lecturers divide students into heterogeneous groups. (3). Then the students are given time to learn and practice in their group. (4). Students compete in matches to win the competition for their group.

According to “cooperative learning model will provide an increase in the affective and cognitive domains of students” [2]. From the three opinions above can be concluded that the cooperative learning model will provide

motivation to learn and practice, and socializing between one student and another student so that from this interaction the student will have optimal learning experience. So it is expected that the student's mastery can be 99% complete. And if this learning experience can be applied to a friend or student's student when the student becomes an educator in the future, of course it will be more useful.

Management of Physical Education and Sport

Management of Physical Education and Sport is a compulsory subject that is in the course of physical education, health, and recreation. Management of physical education and sport is a discipline of management that is related to sports discipline [3]. There are three main elements that need to be managed by teachers related to classroom management, namely: Teaching assignment management; Management of student behavior; and Learning atmosphere management [4].

With regard to the above two opinions can be concluded that the first, management of physical education and sports is a blend of two fields of science, namely management science and sports science. Secondly in managing the teacher's task class is quite complex, because the teacher is not only responsible for the students' learning outcomes but the learning process, student behavior and learning atmosphere is also the responsibility of a physical education teacher of health and recreation. Management of physical and sports education is important to be mastered by physical education teacher, because the task of physical education teacher consists of several components, namely; "Component of physical education and sport; Components of management in learning; Components of infrastructure facilities; Components of learning resources; Components of the learning experience; Components of teachers; Student component; Components of quality control; Supervision component; and Cost component" [5].

The ten components above are things that must be considered and managed by the teacher when providing learning and outside learning, so that the goals of physical education and sports can be achieved. "States that management is one way or way for the purpose of physical education and sports can be achieved in accordance with what is expected" [6]. In learning physical education and sports course will not be separated from the management process [7]. Why is management needed? Management is required because: To achieve goals on a regular basis (organization and personal); To maintain a balance between conflicting goals; To achieve efficiency and effectiveness; The work is hard and difficult to do alone, so it is necessary division of labor, duties and responsibilities in the settlement; and As a guide of mind and action.

Based on these opinions it is clear that the management of physical education and sport is important as a vehicle to achieve the goals of physical education and sport.

Learning Outcomes

Learning outcomes are the result of the value obtained by the students from the evaluation results after implementing the learning process. Suggests that there are two factors that influence the learning outcomes of a person, namely: (1) factors that come from outside the student self, namely social factors and non-social factors, (2) factors derived from within students, namely psychological and physiological factors. This is in line with the opinion of the learning outcomes achieved by the students are influenced by two main factors namely: factors from within students and factors that come from outside students or the environment. Factors from within students especially concerning the ability of students. With regard to factors from within the student, in addition to the ability factor, there are also other factors of learning motivation, interest, attention, attitude, study habits, perseverance, economic conditions, physical and psychological conditions. While the factor from the outside or the most dominant environment influence the learning outcome is the quality of learning

The results of this study if associated with the learning outcomes of the course Management of Physical Education and Sports can be demonstrated by changes in student behavior, in the cognitive aspect. The change took place after the learning process of Management of Physical Education and Sports conducted in the campus environment measured by using measuring instruments in the form of written test. And the learning outcomes are influenced by two factors: the factors that come from outside the student self, and factors from within the student consisting of learning motivation, interest, attention, attitude, study habits, perseverance, economic conditions, physical and psychological conditions.

2. METHOD

This study is a classroom action research. Because it will give a treatment to a class that has barriers in a learning process, and this action seeks to improve the condition of the learning process. This is in accordance with the opinion of that classroom action research is a reflection of learning activities in the form of actions, which are deliberately raised and occur in the class together

Classroom action research is action research conducted in the classroom with the aim of improving the quality of learning practices. From the two opinions above it is clear that the research to be carried out is a classroom action research.

Research procedure

Classroom action research has several procedures that must be implemented. In classroom action research there are 4 important procedures that must be implemented namely:

Planning

At this stage the researcher explains what, why, when, where by whom and how the action will be

conducted. So at this stage the researcher prepares the research design by first identifying the problem then making the solution. In this planning, researchers invite peers to observe and implement actions.

Implementation

At this stage of implementation is the implementation stage of the design that has been made by researchers. At this stage the lecturer should remember all the draft actions that will be given to the students so that the results of the study will not deviate from what would be expected

Observation

The process of observation is done when the lecturer gives action to the students. Observations were made by researchers, lecturers, and peers. Things observed are the process of learning, lecturer activities and student activities in the lecture.

Reflection

At this stage is the process of evaluating the actions that have been implemented by the lecturer. Valuers are observers who have been assigned to observe the learning process. The results of this observation will be discussed by researchers to obtain a conclusion to stop or plan the next action.

In more details the form of this study can be described as follows:

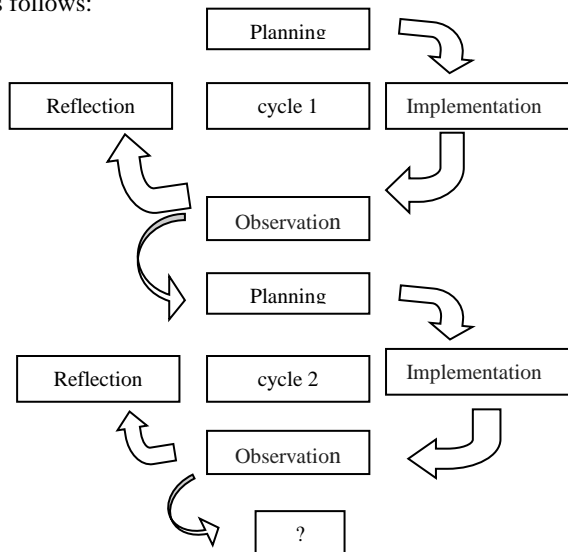


Figure 1: Classroom Action Research Flow [8].

In this study will be planned in two cycles as follows: Planning, at this stage lecturers prepare the design of research and solutions in the process of action implementation. And the lecturers prepare the unit of lecture program, lecturer observation sheet, and instrument to measure students' knowledge and understanding about match system in physical and sport education management.

Implementation, this stage will be held for 3 meetings in one cycle. At the beginning of the lecture will be directed students to create a team or group, then given

lecture materials. Subsequent meetings of lecturers as facilitators and students compete between groups to get the best value.

Observation, during the peer implementation process observed the things that happened in the lecture, noted the findings that emerged and observed the lecturers and students in the lecture process.

Reflection, after the implementation of the action during the 3 meetings is completed meetings between lecturers and colleagues to discuss the results of research and findings that appear in the implementation of actions that have been implemented. Once discussed it will be designed next action to be implemented in cycle 2.

Cycle 2

Planning, at this stage lecturers prepare the design of research and solutions in the process of action implementation. And the lecturers prepare the unit of lecture program, lecturer observation sheet, and instrument to measure students' knowledge and understanding about match system in physical and sport education management.

Implementation, this stage will be held for 3 meetings in one cycle. At the beginning of the lecture will be directed students to create a team or group, then given lecture materials. Subsequent meetings of lecturers as facilitators and students compete between groups to get the best value.

Observation, during the peer implementation process observed the things that happened in the lecture, noted the findings that emerged and observed the lecturers and students in the lecture process.

Reflection, after the implementation of the action for 3 meetings is completed it will be given a written test to the students about general knowledge of the match system in the management of physical education and sports. Then a meeting was held between the lecturers and colleagues to discuss the results of research and findings that appear in the implementation of actions that have been implemented.

This research will be carried out in 6 month period in the even semester of academic year 2016-2017. This research will be conducted in Prodi PJKR FKIP University of Bengkulu. The subjects of this study are students in the academic year 2016-2017 and lecturers of subjects Management of Physical Education and Sport. Data collection techniques in this study are:

Observation

Observation is used to know the process of learning activity in the course of Management of Physical Education and Sport. Observation will be conducted by colleagues to know the process of giving action by the lecturer. And to know the learning process that took place in the course of Management of Physical Education and Sport by the students. In observing students there are some aspects that become the focus of attention, among others, student discipline, student activeness in lectures, student cooperation when carrying out tasks in their team, student response when lecturers give questions and input, and seriousness of students in lecturing process.

Instrument

The test is used to measure the level of students' understanding of the given material. This test is in the form of a written test.

Data analysis technique

Technique of data analysis in this research using classical completeness value, that student as a whole has reached minimum value 70 as many as 99%. The formula is as follows;

$$K_b = \frac{NS}{N} \times 100\%$$

K_b = percentage mastery learning classical.
 NS = number of students reaching KKM.
 N = Total number of students

3. RESULTS

First Cycle

Based on observation result in pre cycle obtained the data as follows;

Table. 1. Student Activity Observation Result

No	Category	Frequency	Percentage
1	Very Good	5	12,5
2	Good	10	25
3	Enough	15	37,5
4	Less	6	15
5	Less Once	4	10
	Total	40	100

Based on observations of student activities contained in table 1 above illustrated that in the process of lectures there are still students who are late and less respond to what is given by lecturers or lecture materials. This is seen from the number of students in the category of less and less once there are still 10 students, this means that the course is not optimal

The process of this course has not been optimized because there are still many students who come late, so often interfere with his friends who have been there in the room. Based on this problem, lecturers and peers discussed to overcome this problem. Discussion results stated for the lecture on the second cycle students are given a 15 minute time limit to enter after the lecture begins, if more than 15 minutes then the student is considered not enter. After observing the lecture, the colleague then observed the lecturer as a teacher with the prepared observation sheet. Here are the observations in the first cycle.

Table 2. Result of Lecturer Observation

	Things Observed	Yes	No
1.	There is SAP and Syllabus	V	
2.	Lecturers prepare equipment and lecture facilities	V	
3.	Lecturer for student's absence	V	
4.	Lecturers open classes by praying	V	
5.	The lecturer gives perception at the beginning of the meeting	V	
6.	Lecturers provide quiz activities before the core		V
7.	Lecturers provide input and reinforcement during lecturing process	V	
8.	Lecturers are able to solve the problems that arise when the lecture takes place	V	
9.	The lecturer closes the lecture with lecture evaluation and prayer.		V
	Total	7	2

Based on the observations of colleagues when the lecturers gave the lecture process obtained a picture that of the 9 items of observation lecturers have implemented 7 items of observation. There are 2 items of observation that have not been implemented, namely giving quiz to the students and evaluation after the lecture. From peer observation results, the quiz items have not been implemented because the completeness of the students when college is still 60%. For lecturers to close with the evaluation has not been done because the material is solid, so until the time has been finished the material has not been completed and the lecturer has not had the opportunity to give evaluation.

Observation of lecturing process and lecturer process give the lecture has been described, then at the end of the first cycle the students are given a knowledge test to know there is no increase of student knowledge after given the material by TGT cooperative method with before given TGT cooperative method. The following test results have been performed after the first cycle is completed;

Table 3. Cycle 1 Quiz

No	Category	Frequency	Percentage
1	Very Good	10	25
2	Good	12	30
3	Enough	10	25
4	Less	8	20
5	Less Once	0	0
	Total	40	100

Based on table 3 above obtained that there are still 8 or 20% of students who have value below enough. If in the pre-cycle value below enough 55% after cycle 1 turns out to stay 20%, so from this picture can be concluded that there is an increase percentage of students who have

achieved sufficient value in the course of physical education education and sports. After cycle 1 is completed, followed by cycle 2.

Second Cycle

Based on the observation result in cycle 2, the following data are obtained:

Table 4. Results of Student Activity Observation

No	Category	Frequency	Percentage
1	Very Good	15	37,5
2	Good	15	37,5
3	Enough	10	25
4	Less	0	0
5	Less Once	0	0
	Total	40	100

Based on the observation of student activities contained in the table above obtained an illustration that in the lecture process has been done in accordance with expectations, students who have been late to follow the rules that have been agreed. So that students are almost 100% not late anymore. The lecture process has been conducive as expected. The lecture process has been optimized by the creation of mutually agreed rules. After observing the lecture, the colleague then observed the lecturer as a teacher with the prepared observation sheet. Here are the observations on cycle 2.

Table 5. Result of Lecturer Observation

No	Things Observed	Yes	No
1.	There is SAP and Syllabus	V	
2.	Lecturers prepare equipment and lecture facilities	V	
3.	Lecturer for student's absence	V	
4.	Lecturers open classes by praying	V	
5.	The lecturer gives perception at the beginning of the meeting	V	
6.	Lecturers provide quiz activities before the core	V	
7.	Lecturers provide input and reinforcement during lecturing process	V	
8.	Lecturers are able to solve the problems that arise when the lecture takes place	V	
9.	The lecturer closes the lecture with lecture evaluation and prayer.	V	
	Total	9	

Based on the observations of colleagues when the lecturers gave the lecture process obtained a picture that of

the 9 items of observation of lecturers have been done all. Observation of lecture and lecturer process lecture has been described.

At the end of cycle 2 students are given a knowledge test to find out whether there is an increase in the percentage of graduation from cycle 1 to cycle 2. This test is given after cycle 2 ends. In cycle 2 students are given material with audio visual media. Based on the lecture process has been running with a good conducive and well lecturers presentation also, then further whether there is an increase in student knowledge when the process has been running well. The following test results have been performed after the 2nd cycle is completed:

Table 6. Quiz Cycle Value 2

No	Value	Frequency	Percentage
1	A	20	50
2	B	12	30
3	C	8	20
4	D	0	0
5	E	0	0
	Total	40	100

Based on table 6 above obtained that there are still 8 or 20% of students who have enough value. 12 students or 30% good grades, and 20 students or 50% excellent grades, and no value below enough. So from this picture can be drawn the conclusion that there is an increasing percentage of students who have achieved enough value in the course of physical education education and sports.

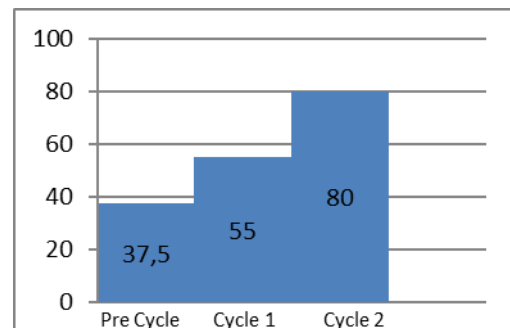


Figure.2. Histogram Learning Outcomes

Based on the picture above shows the improvement of learning outcomes before the study, after cycle 1, and after cycle 2. In the pre cycle of students who get the B value up there is only 37.5%. At the end of the cycle 1 students who acquired the B grade above increased to 55%, and in cycle 2 the students who scored B over had reached 80% or had achieved the success indicator of this study.

The research facts have shown that students who score A and B in pre cycle have 37.5%. Then at the end of cycle 1 the students who got A and B score 55%, and at the end of cycle 2 students who got the grade of A and B were 80%. This increase in learning outcomes is the impact of the more conducive lecture environment that can be observed through the lecture activities. Lectures prior to the research often occurs the delay of students then after

the provision of cooperative method and with the making of rules TGT students become more interested and pay attention when the lecture process takes place

Co-operative method of team games tournament is a method of learning with the approach of cooperation and the existence of competition between groups in conveying information. If before the research conducted the teacher delivered the material by using lecture and question and answer method that make students tend to get bored. So in this research, the student lecture process is actively involved in designing the match system and competing in making the inter-group match charts, the lecturers also give the task to the students to hold the match, with the participants is each group, so the student is really active to learn.

The process of lecturing with cooperation and the existence of inter-group competition has triggered the students to be the best. Any student who has more knowledge of a material patiently and diligently has given understanding and explanation to members of his group who have not understood the material. The explanation from this student friend provides a detailed explanation and complete the explanation from the lecturer. So information from lecturers is reinforced by information from friends of one group, so information becomes mutually reinforcing. If the previous lecturer explained by lecture method that tends to be less interesting and a bit boring. This causes the students' understanding tend to be less profound. So the information from a group of friends has improved and complemented the existing information, so that student learning outcomes become better when compared with the results of physical and sport education management learning by lecturing method

4. CONCLUSION

The results showed that the use of cooperative method of team games tournament has been beneficial in improving learning outcomes in physical and sport education management courses on the material framework of the match system. The use of this method has completed

and refined information from lecturers about the existing material, students participate directly in the lecture process so that students really understand the material given by the lecturer. The cooperative method of the game tournament team has provided tangible benefits to the learning outcomes of physical and sport education management.

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