

THE APPLICATION OF COOPERATIVE LEARNING MODELS IN LEARNING FUTSAL GAME ACTIVITIES TO IMPROVE LEARNING OUTCOMES

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Abstract

The purpose of this study is determine and test for influence and improvement of the model Cooperatif Learning on the result of deep learning futsal game. The method used in this study is the method Classroom Action Research (CAR) with Kemmis and Taggart methods consisting and four stages namely (planning, action, observation and reflection) with using the Game Performance Analysis Instrument (GPAI) desighn. Population in this study were student of class X State Senior High School 7 bandung, totaling 322 student. The sample in this study was 36 student from class X-MIPA 5. This research consists of two cycles of each of each cycle of three action in the making research sample uses a random sampling technique. Instrument the study used was a student assessment sheet data collected then analyzed using statistical analysis in Microsoft excel 2013. Data analysis technique using quantitative descriptive as a comparison the value in both cycles of every action and qualitative analysis is reduction data. Through the application of Cooperative Learning models there is an increase on student learning outcomes through futsal game activities

Keyword:

Cooperative Model, Futsal Learning.

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Introduction

In era now, education is very important for the development of human life in order to adapt to environmental changes. According to Robandi in Tara Lulutan's thesis (2014, p. 1), education is a conscious effort made by families, communities and governments through guidance, teaching, and/or training activities, which take place at school and outside of school throughout life to prepare students to play a role. in various environments in the future.

The name of the subject of Physical Education (PENJAS) in formal education at all levels of formal education is called Physical Education, Sports and Health (PJOK). One of the considerations for naming the name of the PENJAS eye to PJOK in Law number 3 of 2005 article 1 point 13 concerning the National Sports System it is explained that sports education is physical education and sports that are carried out as part of a regular and continuous educational process for get knowlesge, personality, skills, health, and physical fitness. According to Arma Abdullah in Guntur in Yudha Wirafati's thesis (2009:15) "Physical education is an integral part of overall education through physical activities aimed at developing individuals organically, neuromuscularly, intellectually, and emotionally" From the above opinion it can be concluded that physical education plays a major role in developing various good and beneficial potentials for the actors involved so that they can improve physical abilities and skills, shape existing potentials and shape individual personalities who are intellectual and social in order to achieve educational goals. national.

Simply put, Agus Mahendra (2003 p. 21) explains that the purpose of physical education for students is to develop knowledge and skills related to physical activity, aesthetic development, and social development, develop self-confidence and the ability to master basic movement skills that will encourage participation in various activities. Activity physical, get and maintain an optimal degree of physical fitness to carry out daily tasks efficiently and in control, develop personal values through participation in physical activities both in groups and individually, participate in physical activities that can develop social skills that enable students to function effectively in relationships between people, enjoying fun and joy through physical activity, including sports games.

This learning material is in great demand by most students and some of them really enjoy the ongoing learning process. In the learning process, futsal material is divided into several learning stages such as learning basic techniques, mastering skills, and group games. Most of the students can easily follow this futsal learning but there are some of the students who seem quite difficult in following the learning process, especially when the practice takes place.

The author directly asked several students who, according to the author, had difficulties when learning and performing motion tasks in learning the futsal game that they had participated in. Difficulties experienced by students during the game include difficulties in making passes at the right time, providing assistance to friends, finding and filling space and in terms of ball possession. Things like that are considered quite difficult for them to follow the learning process.

Writer think with apply a different learning method from the previous method can be a solution to existing problems. The author plans to apply a learning method



that prioritizes the active role of students in the learning process at school so that students are expected to have more experience and knowledge with different processes.

Application method which will done by the author is to apply or implement a group learning model. The learning model referred to by the author is a cooperative learning model or cooperative learning. About the model. cooperative learning, Metzler (2000:221) defines as follows:

"It is a set of teaching strategies that key attributes, the most important being the grouping of students into learning teams for set amounts of time or assignments, with the expectation that all students will contribute to the learning process and outcomes. The word team takes on the same meaning as it does in sport-all members work to achieve a common goal".

From the quote above, it can be explained that the cooperative learning model is a set of teaching strategies characterized by grouping students into several study groups within a certain time or task, with the hope that all students will play a role in both the process and learning outcomes. All members work to achieve the same goal.

Remember in model Cooperative learning consists of several types, so the model that will be used in this research is the TGT (Team Games Tournament) type of cooperative learning model, which is a learning model which in its implementation includes several components, as stated by Slavin (2005:170) as follows: "Teaching; Team Learning; Tournament, and Team Recognition".

Teaching is the delivery of material in the form of direct teaching as is often done by teachers. Team learning, where students work on learning activities together in their teams to discuss, help each other in mastering the subject matter. Tournament is a structure in which the game takes place, where students play academic games (skills) in homogeneous abilities. Tournaments usually take place at the end of the week or the end of the learning unit. Team recognition, which is to award the winning team based on the tournament score.

Through these learning steps, it will be possible to create a learning atmosphere that makes students interact with one another. It is in the interactions that occur that it is hoped that the moral abilities of students, especially the ability of empathy, will be fostered, so that students with high abilities can understand and are willing to work together to help students with medium and low abilities. And vice versa, students with moderate or low abilities will feel that they are being cared for so they want to learn from those who have advantages, without any sense of inferiority.

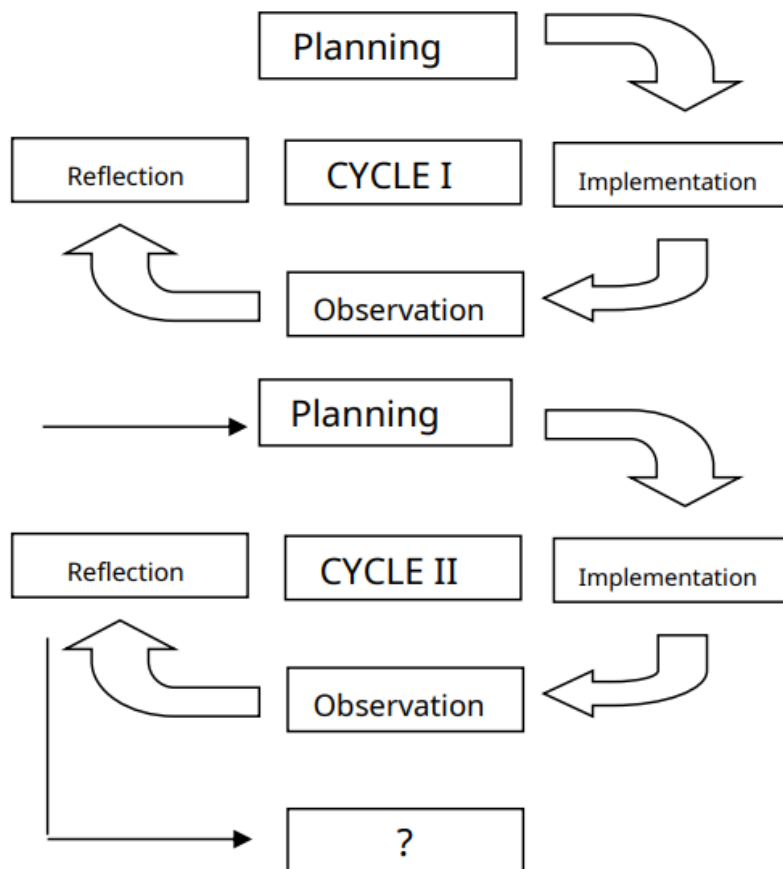
Based on the explanation above, the authors are interested in conducting research with the title "Application of Cooperative Learning Models in Learning Futsal Game Activities to Improve Student Learning Outcomes (Classroom Action Research at SMAN 7 Bandung)".

Methods

the use of methods in research is adjusted to the problems and objectives of the research. The research method is used to facilitate the author in collecting and analyzing data. According to Sugiyono (2017, p. 3) states that "The research method is defined as a scientific way to obtain data with certain goals and uses." In the use of a research method, of course, it must be in accordance with the characteristics of the science itself. According to Sugiyono (2017, p. 3) states the characteristics of science, namely, "Rational, Empirical, and Systematic. Rational means that research activities are carried out in ways that make sense, so that human reasoning can reach them. Empirical means that the methods used can be observed and know the methods used. Systematic means,

This classroom action research refers to the action research model from Kemmis & MC Taggart (in Arikunto, 2013, p. 137). illustrates the four steps (and their repetition), which are presented in the following chart:

Model Kemmis & MC Taggart



Source: Arikunto (2013, p. 137)



Instrument

Based on the main issues raised by the author, namely about the application of cooperative teaching styles in Futsal playing skills, therefore in obtaining good data the authors use measuring instruments or GPAI research instruments. (Game Performance Instrument Analysis) To collect data, in this study using the GPAI instrument (*Game performance assessment instrument*). According to (*Memmert Harvey_2008_The_Game_Performance_assessment_Instrumen t.pdf, nd*) stated that: Has created an assessment instrument named Games Performance Assessment Instrument (GPAI).

There are seven components that are observed to get an idea about the level of students' playing performance. Observations for the game can take advantage of these seven components, namely:

1. Make a decision (decision making). This component is carried out by every player, at any time in any game situation.
2. Perform certain skills (skill execution). After making a decision, then a player performs the type of skill chosen.
3. Adjustment (Adjust) Movement of the player, either in attack or defense, as desired in the game
4. Provide support (support). Movement without the ball in a position to receive a pass or throw.
5. Layering friends (cover). This movement is carried out to layer the defense behind a teammate who is trying to block the opponent's attack rate or who is moving towards an opponent who has the ball.
6. Keeping or following the opponent's movements (guard or mark). The point is to restrain the opponent's movement speed.
7. Protection(base), the intent is to provide protective assistance for players who are playing the ball or moving the ball.

In use Games Performance Assesment Instrument (GPAI) for a more specific game, there are three aspect that become the main focus in assessing students' playing skills, namely the decisions take decision marking, doing skills Executionand support.

Population

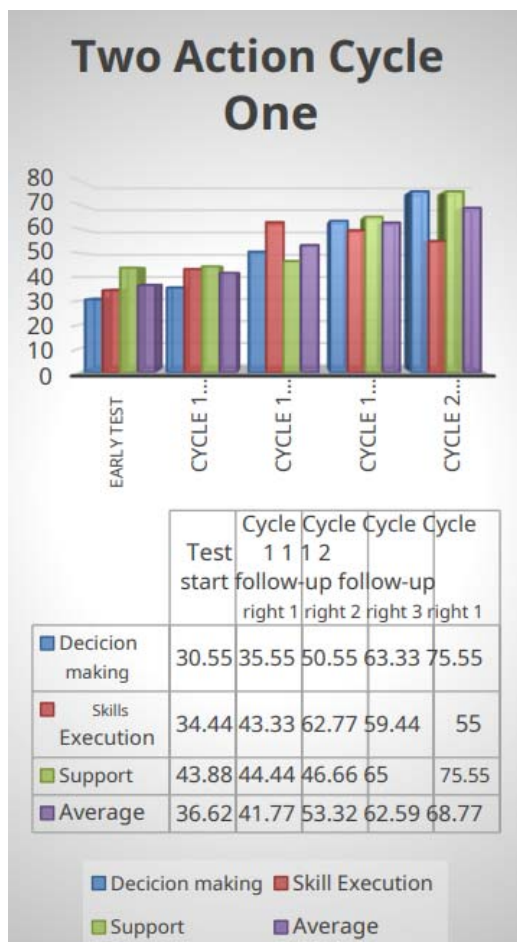
The population in this study were students of class X State Senior High School 7 Bandung, amounting to 322 students.

Sample

In study this researcher using data retrieval techniques with sample random sampling. The number of samples tested were 36 samples.



Result



On variable *Decision Making* during test beginning before applying the model Learning Cooperative Learning scores 55 or with a percentage of 30.55%, in the first cycle of action there is an increase of 5% to 35.55% and in the second cycle of one action there is an increase of about 15% to 50.55% then in the first cycle of action in the third cycle there was an increase of about 13% to 63.33% and in the second cycle of action one there was an increase of about 12% to 75.55%. Starting from the initial test before the implementation of the Cooperative Learning model, there was an increase of about 45% in the variable decision making. Whereas on variable skill execution when the initial test before the implementation of the Cooperative Learning model obtained a score of 62 or with a percentage of 34.44%, in the first cycle of action 1 the test results increased by about 9% with the percentage result of 43.44%, in the second cycle of action there was an increase of about 19 % to 62.77%, in the third cycle of action there was a decrease of about 3.33% to 59.44% in the second cycle of action to one the test results in the futsal game decreased by about 4.4% with the percentage result of 55.00%. As for the variable

support during the initial test before the implementation of the Cooperative Learning model the score was 79 or with a percentage of 43.88%, In the first cycle of action one there was an increase of about 0.56% to 44.44%, In the second cycle of action there was an increase of 2% to 46 ,66% in the first cycle of action three there was an increase of about 18% to 65.00% then in the second cycle of action one there was an increase of about 10% to 75.55%. It can be concluded that the implementation of Cooperative Learning when viewed from the average of each action at the beginning of the test before the implementation of the Cooperative Learning model gets a score of 196 or with a percentage of 36.62% until the cycle of two actions to one there is an increase of 32.15% with a score on the final test 381 or with a percentage of 68.77%.

Discussion

During The author found several events that occurred during big ball learning through futsal game material carried out by students of class X MIPA 5 SMA Negeri 7 Bandung. The following are the findings during the implementation of research in the field at the time of learning big ball as a whole through the game of futsal. study in progress.

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On the instrument Decision making one cycle of action one to cycle two of action one there was a significant increase, while the instrument execution skills cycle one action three and cycle two action one decreased due to lack of concentration of students when the teacher explained the lesson and on the material dribble and shooting the lack of variation during learning that makes students less enthusiastic as in cycle one action two, indirectly affects the results on the assessment of the instrument execution skills, then on the instrument support there was a significant increase that even surpassed it because students opened space more often, were mobile in all directions and communicated asking for the ball to their good playmates. Of all the instruments implemented, the one that experienced a decline was the instrument execution skills which is clearer when students give passing right at his friend, then shooting which does not aim at the goal.

Conclusion

Based on data analysis and research findings that have been carried out minimally, due to the corona virus outbreak that disrupts the continuity of learning, however, from the initial cycle to cycle two action one there is a significant increase, so it can be concluded that there is an influence and improvement in learning outcomes students on the Cooperative Learning model of the TGT type in futsal game activities at SMA Negeri 7 Bandung.

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