

Systematic Literature Review: Cooperative Learning Model in Physical Education Learning in Elementary Schools

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Abstract

This research aims to determine and describe the influence of the Cooperative Learning model on physical education learning in elementary schools. The method used was a Systematic Literature Review, where the search results found 177 journals from 2014 to 2023 which were selected in stages and systematically and also selected from 2 types of cooperative learning models, namely Cooperative Learning Type Student Teams Achievement Division (STAD and Cooperative Learning Jigsaw Type. The research results show that the Cooperative Learning model in physical learning in elementary schools has a positive influence on students. The two studies state that Cooperative Learning can improve learning outcomes for students.

Abstrak

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan pengaruh model *Cooperative Learning* terhadap pembelajaran pendidikan jasmani di sekolah dasar. Metode yang digunakan adalah Systematic Literature Review, dimana hasil pencarian ditemukan sebanyak 177 jurnal dari tahun 2014 sampai 2023 yang diseleksi secara bertahap dan sistematis juga menyeleksi dari 2 tipe model cooperative learning yaitu Cooperative Learning Tipe Student Teams Achievement Division (STAD dan Cooperative Learning Tipe Jigsaw. Hasil penelitian menunjukkan bahwa model Cooperative Learning dalam pembelajaran pendidikan jasmani di sekolah dasar memberikan pengaruh yang positif bagi peserta didik dari kedua penelitian tersebut menyatakan bahwa *Cooperative Learning* dapat meningkatkan hasil belajar pada peserta didik.

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1. INTRODUCTION

The government takes very serious action in managing the education sector, with the hope that through an efficient education system, we can create the nation's next generation who have good abilities and skills. Education is a deliberate effort to create a good learning environment, enabling students to actively explore and develop their own potential (National Education System Law No. 20 of 2003.). Sport is a series of systematically organized activities, aimed at developing physical and mental potential, and can be carried out both individually and in groups. (Iskandar et al., 2021).

The objectives of the PJOK subject, according to the Ministry of Education and Culture of the Republic of Indonesia (www.kemdikbud.go.id), are for primary & secondary education levels with the following objectives: 1) Educate about the importance of physical activity in achieving individual development and living an active lifestyle throughout life. 2) Increase knowledge and self-control abilities to improve and maintain physical health, a healthy lifestyle and personal well-being. 3) Teaching basic skills in body movement and developing motor skills

based on the application of concepts, principles, strategies and tactics in general. 4) Building strong moral character by internalizing values such as self-confidence, sportsmanship, honesty, discipline, responsibility, cooperation, self-control, leadership, and democracy in physical activity. 5) Create a recreational environment that includes challenge, social interaction, happiness, and self-expression. 6) Through physical activity, it is hoped that we can develop the profile of students who are faithful, devoted to God Almighty, creative, and enthusiastic about working together in accordance with Pancasila. (Ministry of Education and Culture, 2022.)

Physical education is an educational process that focuses on physical activities with the aim of improving the organic, neuromuscular, interactive, social and emotional abilities of each individual. (Winarno, 2016.) This educational process results in changes in students, including physical, mental and emotional aspects, and is referred to as physical education (Akhmad, 2016.) Aji & Winarno (2016) define physical education as an educational process that involves cognitive, affective and psychomotor aspects that are planned systematically. (Reid, 2013.) Revealed that the focus of physical education is on the development of motor skills and physical activity as an expression of individual agency. Through this physical and motor activity, individuals can control themselves in achieving goals, making decisions, and so on. Apart from that, physical education also allows behavior modification through the learning process.

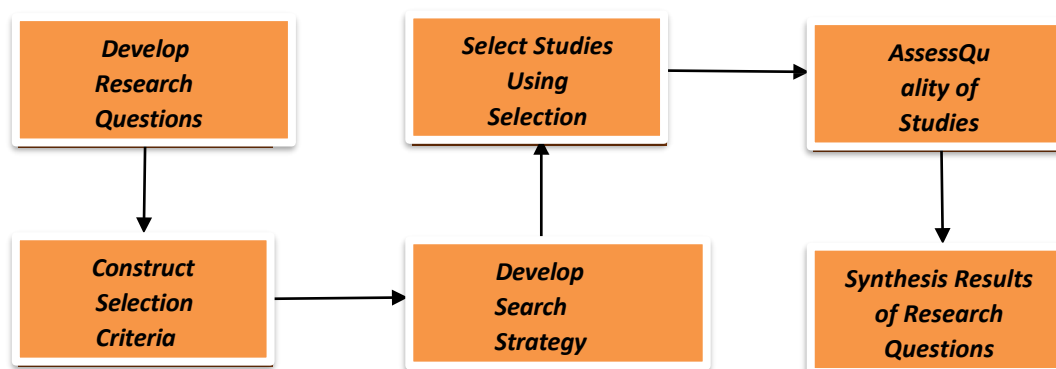
The cooperative learning model, or what is known as Cooperative Learning, is a learning approach that combines elements of cooperation and interaction between students in the learning process. In this way, students will enjoy learning more and understand it better (Slavin, 2005:4). Cooperative Learning is a learning method in which students learn collaboratively in small groups consisting of 4-6 people, with group members who have various characteristics. In cooperative learning, the main focus is on cooperation in achieving common goals desired by the group, which in turn results in variations in the development of social skills and promotes positive interpersonal relationships, both in the school environment and outside of school. (Nugroho & Rahman, 2013.)

From the explanation above, it is necessary to carry out scientific verification to confirm the impact of Cooperative Learning on achieving goals in physical education in primary and secondary schools, by utilizing relevant previous research results. According to the view of Gough et al. as described in Zawacki-richter et al. (2020), Systematic Literature Review is a process of careful and structured review of existing research, with the aim of providing appropriate answers to research questions. The source of information used in this research is a journal that is relevant to the topic of Cooperative Learning in the context of physical education in elementary schools

2. RESEARCH METHOD

Explain the chronology of the research, including the research design, research procedures (In this study, we adopted a Systematic Literature Review approach, and we guided our data collection according to the procedures established by the Systematic Literature Review. Regarding this topic, Zawacki-richter et al. (2020) has explained the systematic literature review research procedure framework as follows:

Chart. 1 Systematic Literature Review Research Procedure



In essence, this section details the research design, population and sample (research subjects), data collection methods and instruments, and data analysis methods. For research involves special equipment and materials, very detailed information must be provided, as described below:

1. Develop Research Questions, The research questions developed in this study are as follows:

RQ. How are physical education learning objectives achieved in elementary schools based on the results of a review of research journals regarding the Cooperative Learning Model?

2. Selection Criteria, The selection criteria for this study are shown in the following table:

Table 1. Inclusion & Exclusion Criteria

Criteria <i>Inclusion</i> (Reception)	1. Journal on Models Cooperative Learning (CL) elementary school physical education subjects 2. Publications (2014-2023). 3. Full text 4. Sinta indexed
Criteria <i>Exclusion</i> (Rejection)	1. Journals outside the research topic. 2. Publication before 2014. 3. <i>Unfull text</i> 4. Not indexed sinta

1. Developing the Search Strategy, Search using Google Scholar The search string is needed to avoid filtering too large a number. The search string is as follows:

Table 2. Research Search String

(A. Cooperative Model and B. Physical Education or Physical Education and C. Elementary School)

The 2 types of cooperative learning included in the review are:

- 1) Cooperative Learning Type Student Teams Achievement Division (STAD)
- 2) Jigsaw Type Cooperative Learning

1. The Study Selection Process, The study selection process is a process where the title and abstract of the journal are checked first to determine whether the research is relevant or not (Zawacki-richter et al, 2020).

2. Appraising the Quality of Studies, In Systematic Literature Review research, the data found is evaluated, then the answer value for each question is given with Y (Yes) or T (No). The quality assessment criteria questions are as follows:

QA1. Has the journal been indexed by SINTA?

QA2. Does the journal write about research problems that are relevant to this research?

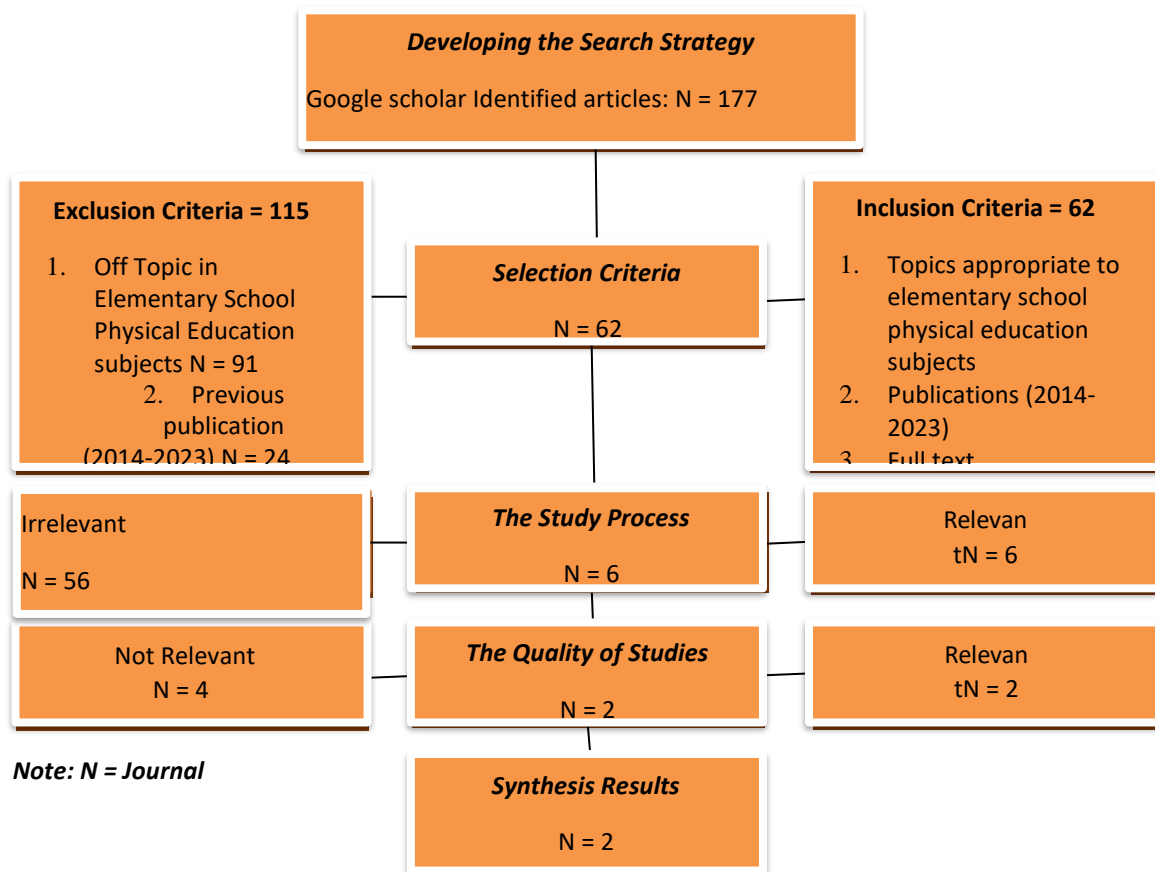
QA3. Does the journal use relevant research methods to develop the Cooperative Learning Model?

3. RESEARCH RESULTS AND DISCUSSION

1. Develop Research Questions

Based on Figure 2, the results of the findings in the search strategy on Google Scholar with the search string for this research, there were 177 journals found.

Chart 2. Systematic Research Systematic Literature Review



2. Selection Criteria

Based on Figure 2, the findings from the acceptance criteria (Inclusion) are 62 journals whose topics are appropriate to physical education subjects in elementary, middle and high schools that use the Cooperative Learning model, publications spanning 2014-2023 and full text. Meanwhile, for the rejection criteria (Exclusion), 115 journals were found with details of off-topic journals in physical education subjects in elementary, middle and high schools that used the Cooperative Learning model.

3. Developing the Search Strategy

At this stage, journals that meet the acceptance selection criteria are then read by title and abstract to determine whether they are relevant to this research topic. From the findings, there were 6 journals that were relevant and 56 journals that were not relevant to this research. Journals that are considered irrelevant are because the authors only write theoretical concepts or do not include educational level in the journal title while it is listed in the abstract, so the journal is not relevant to this research.

4. The Study Selection Process,

The results of the study quality are that there are 4 journals that are not relevant and 2 journals that meet the study quality criteria, as evidenced by yes answers to all questions (QA1, QA2, QA3). This means that the journals in the table have been indexed by SINTA, writing research problems related to the Cooperative Learning model in physical education learning in high schools and journals writing research methods used to develop the Cooperative Learning model (Zawacki-Richter, et al, 2020).

5. Appraising the Quality of Studies

Next, carry out the data synthesis stage which aims to collect evidence from the selected studies to answer the research questions (Latifah, L., & Ritonga, 2020). The research questions and research answers are as follows:

RQ. How are physical education learning objectives achieved in primary and secondary schools based on the results of a review of research journals regarding the Cooperative Learning model?

Based on the results of a review of 2 journals regarding the Cooperative Learning model, it is proven that it can achieve physical education learning objectives in elementary schools and is proven by the increase in grades after using the Cooperative Learning Model. Explained in detail as follows:

- 1 STAD type cooperative learning title entitled Improving Learning Outcomes in Dribbling in Football Games Through Cooperative Learning Models Student Team Achievement Divisions Type Muhammad Hasbillah1, Ikadarny (2022) Results of quantitative analysis of data on the results of learning to dribble in football games show that the number of students who have completed the cycle i as many as 11 people with a percentage of 61% and the number of students who completed the second cycle was 18 people with a percentage of 100%.
- 1 Title Jigsaw Type Cooperative Learning entitled Improving Physical Education Learning Outcomes through the Jigsaw Type Cooperative Learning Model for Students of SDN Sambigede 03 Sumberpucung Malang, with author Sriyatin, et al (2019). The results of applying the jigsaw type cooperative learning model in the initial conditions or pre-cycle results showed that students' incompleteness in physical learning was 40%, then treatment in cycles I and II using the jigsaw model saw an increase in completeness reaching 57%, and in cycle II completion reached 77%. %.

4. CONCLUSION

Based on the results of research using the Systematic Literature Review technique that has been carried out, it can be concluded that the Cooperative Learning model uses 2 types of Learning Type Student Teams Achievement Division (STAD) and Jigsaw Type Cooperative Learning in physical education learning in elementary schools, it has a positive influence on students. The two studies state that *Cooperative Learning* can improve learning outcomes for students

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