Implementation of Cooperative Learning Method in Sport Physiology Course, Deparment of Sport Education and Coaching, University of Jambi

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Abstracts: This study aims to explore the application of cooperative learning methods in sports physiology courses at the Department of Sports Education and Training, University of Jambi. Cooperative learning methods, such as Think-Pair-Share (TPS), are believed to improve student learning outcomes by facilitating collaboration and interaction between students. In this study, data were collected from 40 students, with analysis using descriptive statistics and t-tests. The results showed a significant effect of the cooperative learning model on learning outcomes, as indicated by a significance value of 0.006 <0.05. These findings support the use of cooperative learning methods in improving students' understanding of sports physiology materials.

Keywords: Cooperative learning method, sport education and coaching, sport physiology course, university of Jambi

INTRODUCTION

Cooperative learning has become an increasingly popular approach in education, especially in the context of physical education and sports. This method emphasizes collaboration between students, where they learn from each other through active interaction. According to Cairu Yang et al. (2021), cooperative learning has been shown to be effective in increasing students' motivation, participation, and social skills. In the context of sports physiology, a deep understanding of basic concepts is essential for students to be able to apply this knowledge in sports practice.

At the University of Jambi, the sport physiology course is an important component of the sports education curriculum. However, the challenge faced is how to teach this complex material in an interesting and effective way. Previous studies have shown that the use of cooperative learning methods can improve students' physical and cognitive skills, including tactical understanding in sports (Tong Zhou et al., 2023). Therefore, this study aims to evaluate the effectiveness of the application of cooperative learning methods in improving student learning outcomes in sports physiology courses.

The importance of cooperative learning in sports education lies not only in improving academic outcomes, but also in developing social skills and teamwork abilities. Wei Liu (2022) emphasized that cooperative learning helps students develop cooperation skills, which are very important in the context of sports. In this case, students not only learn about sports physiology, but also learn to work together and collaborate, which are important skills in the world of professional sports.

With this background, this study will test the hypothesis that the application of cooperative learning methods, especially the TPS model, can improve student learning outcomes in sports physiology courses. This study is expected to contribute to the development of more effective and innovative teaching methods in the field of sports education.

RESEARCH METHOD

The research method used in this study is a quantitative method with an experimental design. The research sample consisted of 40 students from the Sports Education study program, who were selected randomly. Data were collected through written tests and questionnaires designed to measure student learning outcomes after the implementation of the cooperative learning method. The data collection process was carried out in two stages: before and after the implementation of the learning method.

The use of the Think-Pair-Share (TPS) model as a cooperative learning approach has several key steps. First, the lecturer gives students questions or discussion topics. Next, students are asked to think individually about their answers, then pair up with peers to discuss. After that, each pair shares the results of their discussion with the class. This approach not only encourages active participation but also improves understanding through group discussions.

Data analysis was carried out using descriptive statistics to describe the characteristics of the sample, as well as a t-test to determine whether there was a significant difference between learning outcomes before and after the implementation of the cooperative learning method. This study also considers other factors that can affect learning outcomes, such as student motivation and involvement in the learning process.

In this study, the researcher also used a questionnaire to collect data on student perceptions of cooperative learning. This questionnaire includes questions about the effectiveness of the method, the level of engagement, and the impact on understanding the material. The data obtained from this questionnaire will be analyzed to provide additional insights into the students' learning experiences. With this approach, it is hoped that this study can provide a clear picture of the effectiveness of cooperative learning methods in improving student learning outcomes in sports physiology courses, as well as provide recommendations for the development of better teaching methods in the future.

RESULTS AND DISCUSSION

1 The results of the study showed that the application of cooperative learning methods, especially the Think-Pair-Share model, had a significant effect on student learning outcomes. Based on data analysis, a significance value of 0.006 was obtained, indicating that there was a significant difference between learning outcomes before and after the application of the method. This is in line with previous findings stating that cooperative learning can improve student learning outcomes (Xing Niu, 2024).

One of the most prominent aspects of cooperative learning is increased student motivation and engagement. When students are involved in group discussions, they tend to be more motivated to understand the material and actively participate. Cairu Yang et al. (2021) also noted that cooperative learning can improve students' social skills, which are

important factors in the context of physical education. In this study, students reported increased self-confidence and ability to work in teams, which are positive results of the application of this learning method. In addition, cooperative learning also provides opportunities for students to learn from each other. In group discussions, students can share knowledge and experiences, which enriches the learning process. This is in line with the view that collaboration in groups can help students develop a deeper understanding of the material being taught (Tong Zhou et al., 2023). Thus, cooperative learning not only focuses on academic outcomes but also on the development of interpersonal skills that are important in sports.

However, although the results of the study show a positive impact of the cooperative learning method, there are several challenges that need to be considered. One of them is the need for training for lecturers to apply this method effectively. Without a good understanding of this approach, lecturers may not be able to facilitate group discussions well, which can reduce the effectiveness of learning. Therefore, it is important to provide training and support for lecturers in implementing cooperative learning in the classroom. Overall, this study shows that the application of cooperative learning methods can provide significant benefits for students in sports physiology courses. By increasing motivation, engagement, and social skills, this method can be an effective tool for achieving better learning outcomes. Further research is needed to explore the long-term impact of cooperative learning and how this method can be further integrated into the sports education curriculum.

CONCLUSION

In conclusion, this study shows that the application of cooperative learning methods, especially the Think-Pair-Share model, can improve student learning outcomes in sports physiology courses. The results of the analysis show a significant influence of this method on student understanding, as well as increasing their motivation and involvement in the learning process. Cooperative learning not only helps students understand the material better, but also develops social skills and the ability to work in a team, which are very important in the context of sports.

Although there are challenges in implementing this method, such as the need for training for lecturers, the benefits obtained are much greater. Therefore, it is recommended that cooperative learning methods be further integrated into the sports education curriculum at the University of Jambi. This study also recommends that lecturers be given training and support in implementing this method, so that they can maximize the potential of cooperative learning in improving student learning outcomes. Thus, this study makes an important contribution to the development of more effective teaching methods in sports education. It is hoped that the results of this study can be a reference for lecturers and other researchers in implementing cooperative learning in various educational contexts. Further research is also needed to explore other factors that may influence the effectiveness of cooperative learning methods and how these methods can be applied in different contexts.

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