



The Impact of Cooperative Learning Models on Students' Social Skills and Results in Playing Futsal

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ABSTRACT

The desire of students to participate in sports is very diverse. Starting from students who want to explore the sport of futsal to those students who want to be popular in their school. It is not uncommon for health teachers to use it as a tool for physical education learning, but it is very unfortunate when physical education learning uses a learning model such as training a sport that only emphasizes technical skills. Cooperative learning has several types, one type of cooperative learning that can foster academic competition to be able to compete sportively is the Teams-Games-Tournament (TGT) type cooperative. This type of TGT-type cooperative learning supports student interaction. Students are required to work together, compete and be responsible for achieving group success. This study aims to: (1) Know the influence of the TGT-type cooperative learning model on students' social skills, and (2) Know the influence of the TGT-type cooperative learning model on students' futsal playing skills. The research method used is an experimental research method with the research design of One Group Pretest-Posttest Design. In this study, the population studied was students who took part in futsal extracurriculars at SMA Negeri 16 Bandung, sampling using the Saturated Sampling technique, which is a technique for determining the sample of all members of the population used as a sample, because the total population is relatively small or less than 30 people, consisting of students who take part in futsal extracurriculars with a total of 20 people. In the analysis and processing of data, researchers used the two-average similarity test (t-test) at a significance level of 95% or $\alpha = 0.05$. From the results of the study, it can be concluded that: (1) The TGT-type cooperative learning model has a significant influence on students' social skills in learning to play futsal, and (2) The cooperative learning model has a significant influence on students' futsal playing skills.

Keywords: Learning Models; Cooperative; TGT-Type; Social Skills; Futsal.

INTRODUCTION

An interesting learning process will be an attraction for students so that in learning students are more enthusiastic and happy in participating in learning. However, in reality, in the learning process, teachers are still found using conventional models, so students feel bored and not motivated to learn which will certainly have an impact on the results of students' learning skills in physical learning (Sahabuddin, Hakim, & Bismar, 2020). In traditional teaching systems, students are forced to work individually or competitively

without much opportunity to interact and cooperate (Lie, 2004). Low opportunities for interaction between students with each other can give rise to apathy and individualism in physical education learning. Students will prefer to be alone and not mingle with their peers. This can have an impact on students' social skills. Nasution (2010) explains that social skills are the way children interact, both in behaving and communicating with others. This statement proves that the creation of good social skills is obtained through the process of learning about ways to overcome and carry out social relations (Vhalery et al., 2020).

Teachers have an important role to achieve learning objectives because learning success is inseparable from the teacher's ability to determine strategies and apply effective learning models to achieve goals that are difficult to achieve (Risma, 2020). By applying appropriate learning models, students have indirectly been involved in activities that not only hone knowledge but also skills in physical learning (Nosa et al., 2019). Therefore, every teacher must have knowledge based on concepts and ways of applying existing models so that learning objectives can be achieved properly. So far, the learning process in schools looks monotonous, where the teacher is the centre of learning and students only pay attention to the teacher delivering the material and then setting an example. This can be seen when students take part in physical education learning, especially in futsal material which is considered still ineffective and has an impact on social skills and playing skills (Kurniasih et al., 2014). For example, when the teacher asks students to practice a movement in a futsal game in groups, students tend to be less enthusiastic and have less cohesiveness. Another example that reflects the lack of social attitudes of students is that when asked by teachers to divide groups, most students only want to get together with close friends, while individual students also seem less enthusiastic about joining their groups (Suherman, 2016). As we already know, the game of futsal is a sport that is carried out in groups with a total of 5 players (Kusuma, 2019). This game can run well if there is good interaction, communication and cooperation between players to achieve the same goal (Rohanah, 2016). Therefore, students' social skills are very important in physical education subjects.

Currently, the sport of futsal is one of the most popular sports among students. The desire of students to participate in this sport is very diverse. Starting from students who want to explore the sport to those students who want to be popular in their school. It is not uncommon for health teachers to use it as a tool for physical education learning, but it is

very unfortunate when physical education learning uses a learning model such as training a sport that only emphasizes technical skills (I. Setiawan & Pebrina, 2019). Because the technique is considered something very important in playing futsal, the basic futsal technique skills alone are not enough to create a slick game but must be accompanied by strong teamwork, when playing and good playing skills (Festiawan, 2020). According to Tenang (2008) in the game of futsal, the ability to master basic futsal techniques is needed including (1) basic techniques of passing, (2) basic techniques of holding the ball (control), (3) basic techniques of dribbling, (4) basic techniques of heading the ball (heading), and (5) basic techniques of shooting (shooting) (W. A. Setiawan et al., 2021).

Judging from the development of many learning models in physical education, these developments must certainly be followed by good and correct understanding and application. So a teacher is required to have good knowledge and understanding of learning models (Sahabuddin et al., 2022). By applying various learning models in the classroom, students are expected to get physical learning that is different from usual where students become active, innovative, and creative, (Sahabuddin, Hakim, & Bismar, 2020) is also fun so that the learning objectives of physical education and health will run well and can achieve learning objectives (Burhanuddin et al., 2022).

According to Mayer in Juliantine (2013) thoroughly a model can be interpreted as an object or concept used to present something, something real and conversion to a more comprehensive form. While the learning model is a plan or pattern that can be used to shape the curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or others (Joyce & Weil in Juliantine, 2013 p. 8). Broadly speaking, the learning model is a framework for designing teaching and learning activities to be more structured (PAfillah et al., 2022).

In Physical education learning various learning models can develop social skills, especially in playing futsal. One of them is the cooperative learning model (Asih, 2018). Cooperative embraces the notion of working together in achieving common goals (Hasan in Solihatin, 2008 p. 4). According to Juliantine (2013), Cooperative learning is a learning model in which students learn and collaborate in small groups collaboratively (Sahabuddin, Hakim, & Syahrudin, 2020) whose members consist of 4-6 people with a heterogeneous group structure. In line with the above opinion, Lie (2014) argues that cooperative learning with the term mutual aid learning is a learning system that provides

opportunities for students to collaborate with other students in structured tasks (Ramadhana, 2016).

Cooperative learning aims to allow students to learn in groups with their friends and exchange opinions and work together (Sembiring et al., 2020). In this learning model, students are allowed to work together, express opinions and interact socially with their friends to achieve the expected learning goals (Wahyudi et al., 2018). So that students can interact with all other class members, not just friends they just want (Wildani & Gazali, 2020). Cooperative learning has several types, one type of cooperative learning that can foster academic competition to be able to compete sportively is the Teams-Games-Tournament (TGT) type cooperative (Sofyan et al., 2020). This TGT type of cooperative learning supports student interaction (Aji & Tuasikal, 2020). Students are required to work together, compete and be responsible for achieving group success (Prakoso & Sembiring, 2022). In addition, the characteristic of futsal games is a team game consisting of 5 people, this game can run if all group members are working together and interacting with each other.

According to Risma (in Sinaga, 2012) Cooperative learning TGT model is one of the cooperative learning models that are easy to implement, involves the activities of all students without having to have a difference in status, involves the role of students as peer tutors and contains elements of play and reinforcement. In TGT, each group member has the opportunity to be successful (Dosinaen et al., 2020). The success of implementing the TGT model is influenced by the heterogeneity of its members in a group in terms of skill level, experience, ethnicity, gender, communication skills, leadership, and the desire to fight for their team (Putra, 2022). The more heterogeneous the team members are more likely to easily carry out this assessment of learning success Risma (Suherman, 2009, p. 30). Teams- Games- Tournament (TGT) or Team Game Tournament has a lot in common with STAD. Friends in the group will assist each other in preparing to play in the game by studying activity sheets and explaining each other's problems, but while the student is playing in the game his friend should not help, but ensure that individual responsibility has occurred (Juliantine, 2013).

METHOD

A method is a method used to achieve a goal, for example, to test a series of hypotheses using certain techniques and tools. Based on the purpose of the research, the suitable research method is the experimental research method. Experimentation is an

activity in research that is carried out to obtain various information derived from the collected data and test useful hypotheses of the problem under study.

In this study, the research design of One Group Pretest-Posttest Design was used. In this study, students carried out a preliminary test (pretest) by filling out the questionnaire as an initial test of social skills and an appearance test for playing futsal to find out the initial results before being given treatment. Therefore, researchers can use the results of this initial test to compare differences if they have been given treatment. After getting the results of the initial test (pretest), students are given treatment using the application of the Teams-Games- Tournament (TGT) type cooperative learning model. Then after being given treatment using the application of the TGT type cooperative learning model for 10 meetings because Juliantine et al (2007) said that "in the implementation of the exercise duration setting it is required to consider the level of physiological fatigue". Exercises that are done for a long time at each time of exercise may not necessarily improve the athlete's abilities or skills. The study is conducted within a week 3 times. So the total number of 12 meetings, then after being given treatment the students who are the sample carry out the final test (posttest). This is done to determine the influence of the use of the TGT-type cooperative learning model on students' social skills and futsal playing skills. Here are the research design drawings of One Group Pretest-Posttest Design:

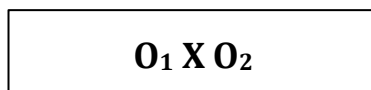


Figure 1.
Research Design

Information:

O_1 = Pretest value (before treatment)

O_2 = Posttest value (after being given treatment)

X= Treatment (using a Teams-Games-Tournament type cooperative learning model)

In this study, the population studied was students who took part in futsal extracurriculars at SMA Negeri 16 Bandung. If a population is classified into a large category, a researcher will not roughly insist on studying the entire existing population, because it is clashed by several limitations, such as limitations of the material, time and human resources. In this study, sampling using the Saturated Sampling technique, which is a technique for determining the sample of all members of the population used as a sample, because the total population is relatively small or less than 30 people, consisting

of male students of SMA Negeri 16 Bandung who participated in futsal extracurriculars with a total of 20 people.

The instruments used in this study were using questionnaire instruments or questionnaires using the Likert Scale and Futsal Playing Test. The use of questionnaires in this study is based on the consideration that by using questionnaires, it can be given synchronously to all respondents, which will certainly speed up the research time. The questionnaire that will be used in this study is a closed questionnaire on social skills in which there are elements of social skills, namely cooperation, assertion, responsibility, empathy and self-control or commonly abbreviated as CARES (Gressham, Elliot). Refers to the SSRC (Social Skill Rating Scales), which is used to measure students' social skills.

Table 1.
Social Skills Questionnaire Grid

Variable	Sub Variables	Indicators	Problem Number	
			+	-
Social Skills	1. Collaborate	1. Helping others	16, 37,	23, 8
		2. Share materials	34, 28,	11, 2
		3. Comply with rules and instructions	3, 40	13, 30
	2. Affirmation	1. Ask others for information	4, 12	20, 9
		2. Introducing yourself	1, 21	33, 5
		3. Responding to the actions of others	19, 35	14, 29
	3. Empathy	1. Showing care	6, 15	39, 22
		2. Respect for the feelings and points of view of others	31, 24	18, 26
	4. Self-Control	1. Respond appropriately to distractions	7, 25	38, 27
		2. Taking a turn and being willing to sacrifice	10, 36	32, 17

The measurement scale used in the research questionnaire, the author refers to the Likert scale. Based on the alternative answers provided for each question consists of five alternative answers, ranging from positive to negative. The author's alternative answers provide for each question item starting from Strongly Agree, Agree, Hesitate, Disagree, and Strongly Disagree. Scoring categories for each test item question can be seen in Table 2

Table 2.
Alternative Score Answers

Alternative Answers	Question Score	
	Positive	Negative
Strongly Agree (SA)	5	1

Agree (A)	4	2
Hesitating (H)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

While the instrument used to measure students' futsal playing skills is the Games Performance Assessment Instrument (GPAI). According to Metzler (2000), states "GPAI is a special temple adapted into different types of games to assess the tactical knowledge of the students." The goal is to help teachers assess students' playing performance during the game.

In this study, three aspects are used as a focus in assessing students' playing performance, namely carrying out skills (skill execution), decision-making, and providing support. Here's the elaboration in tabular form:

Table 3.
GPAI Playing Skills Assessment

Game Performance Assessment Instrument For Invasion Game

Class ----- Evaluator ----- Team ----- Game-----

Observation Date :

Scoring Key :

5: Very effective performance (always)

4: Effective performance (usually)

3: Moderately effective performance

2: Week Performance (rarely)

1: Very week performance (never)

Components and criteria

- Skill execution – student pass the ball accurately, reaching the intended receiver
- Decision-making – Students make appropriate choices when passing
- Support – student attempt to move into position to receive a pass from a teammate

Support – student attempt to move into position to receive a pass from a teammate

Assessed Aspects of Playing Skills																	
No	Name	Decision making					Execute Skill (skill execution)					Providing Support					Sum
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1.																	
2.																	
3.																	
4.																	
5.																	

Table 4.
Social Skills Questionnaire Reliability Test Results

	Odd	Complete
Odd	1	
Complete	0,754	1

After obtaining the calculation results, the value of r is interpreted in the following table:

Table 5.
Reliability Criteria

Coefficient Interval	Reliability Criteria
0.80 – 1.000	Very High
0.60 – 0.799	Tall
0.40 – 0.599	Enough
0.20 – 0.399	Low
0.00 – 0.199	Very Low

In the analysis and data processing, researchers used two research instruments, the first using the SSRC (Social Skill Rating Scales) questionnaire which was used to measure students' social skills, the second was futsal playing skills using the Game Performance Assessment Instrument (GPAI).

Looks up the value of t by the formula:

$$t = \frac{x_1 - x_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Information:

t: The value of the t count sought

X₁: Average value obtained from the post-test results

X₂: Average value obtained from pretest results

S: Combined Standard Deviation

n₁ = Number of post-test Samples

n₂ = Number of Pretest Samples

Looking at the result of t_{count}, using the degree of freedom (et al) = n₁+n₂-2; and the degree of significance (α) = 0.05. If t_{counts}>t_{table} then H₀ is rejected, and vice versa.

RESULTS AND DISCUSSION

The data obtained from test results and measurements are still meaningless because they are still raw scores. To get the conclusion or meaning of these data, the data must be processed and analyzed with the help of statistical calculations. As for the results of data processing and analysis, the author will describe them in detail in the table below

Table 6.
Results of Calculating Average Grades and Standard Deviations Social Skills of Students and Futsal Playing Skills

Variable	Pretest		Posttest	
	X	S	X	S
Social Skills	95,70	8,97	113,85	10,25
Futsal Playing Skills	6,75	2,63	10,80	1,91

From the table above, a description of data on social skills and futsal playing skills that follow futsal extracurriculars shows that the average social skills of students when pretesting before being treated (95.70) with standard deviations (9.97) with average futsal playing skills when pretest before being treated (6.75) and standard deviations (2.63), while after pretesting and described the data on social skills and futsal playing skills that followed the futsal extracurricular showed that the average social skills during the posttest (113.85) with the standard deviation (10.25) with the skill of playing futsal (10.80) with the standard deviation (1.91).

Normality Test

After the data description has been obtained, then the data normality test is carried out. This test aims to find out whether the data obtained whether the data is distributed normally or not. This normality test uses normality and Liliefors tests which are considered easier and more practical. The following are the results of testing normality using the liliefors test.

Table 7.

Test Results Of Students' Social Skills Normality And Futsal Playing Skills

Variable		L _{Count}	L _{table}	Conclusion
Social Skills	Pretest	0,163	0,190	Normal
	Posttest	0,142		
Futsal Playing Skills	Pretest	0,188		
	Posttest	0,185		

Based on table 7, this normality test uses a liliefors test with a significant level (α) = 0.05 with a table L gain of 0.190. While the L value counts the pretest social skills by 0.163 and the L value counts the posttest social skills by 0.142. Thus $L_{\text{count}} < L_{\text{table}} = 0.126 < 0.190$ for the pretest and $L_{\text{count}} < L_{\text{table}} = 0.142 < 0.190$ for the posttest, then it can be concluded that L_{count} is smaller than L_{table} which means that the data is normally distributed.

For L_{count} the futsal playing skills of pretest students by 0.188 and for L_{count} the posttest social skills by 0.185. Thus $L_{\text{count}} = 0.188 < 0.190$ for the pretest and $L_{\text{count}} < L_{\text{table}} = 0.185 < 0.190$ for the posttest, then it can be concluded that the L_{count} is smaller than L_{table} which means that the data is normally distributed.

Homogeneity Test

After the normality test and the data obtained are normally distributed, the next step is for the researcher to conduct a homogeneity test with a similarity test of two

variances whose purpose is to determine whether or not the data from the sample group in a study is homogeneous. The results of homogeneity testing can be seen in table 8.

Table 8.
 Calculation Results of the Homogeneity Test of Students' Social Skills and Futsal Playing Skills

Variable	V _{max}	V _{min}	F _{count}	F _{table}	Conclusion
Social skills	105,08	80,43	1,31	2,15	Homogeneous
Futsal playing skills	3,64	6,93	0,53		Homogeneous

Based on table 9, with a significant degree (α) = 0.05 with dk n-1 obtained a F_{table} of 2.15. The F_{table} value obtained from students' social skills in the pretest and posttest data was 1.31 while the calculated F obtained from futsal playing skills in the pretest and posttest data was 0.53. Therefore the F_{count} of the two variables is smaller than the F_{table} ($1.31 < 2.15$) for the student's social skills. ($1.42 < 2.15$) for futsal playing skills, then the conclusion and similarity test of the two variations is **homogeneous**.

Hypothesis Testing

This hypothesis testing is to find out whether the teams-games-tournament (TGT) type cooperative learning model has an influence on social skills and futsal playing skills that participate in extracurricular activities. So this hypothesis testing was carried out using the statistical test t. The hypothesis in this study is to test whether the cooperative learning model affects students' social skills and students' futsal playing skills by using the t-test of the similarity of two averages (one party). The statistical hypothesis is as follows:

$H_0 = T_{\text{count}} < T_{\text{table}}$ The cooperative learning model does not affect students' social skills and futsal playing skills in men's futsal extracurriculars at SMA Negeri 16 Bandung.

$H_1 = T_{\text{count}} > T_{\text{table}}$ cooperative learning model influences students' social skills and futsal playing skills in men's futsal extracurriculars at SMA Negeri 16 Bandung.

Table 9.
 Student Social Skills T-Test Results and Futsal Playing Skills

Variable	T _{count}	T _{table}	Conclusion
Social skills	4,341	2,024	Significant
Results of learning to play futsal	4,187		Significant

Based on table 9 above, it can be seen that the T table on both student tests with a real level of 0.05 with et al $n_1 + n_2 - 2$ obtained T_{table} = 2.024 and T count = 4.341 > 2.024 and T_{count} = 4.341 for social skill variables. Thus T_{count} > T_{table} = 4.341 > 2.024 then H₀ is rejected and H₁ is accepted, so it can be concluded that the cooperative learning model exerts an influence on the social skills of students. As for the variable of futsal playing skills,

$T_{table} = 2.024$ and $T_{count} = 4.1.87$. Thus $T_{calculate} > T_{table} = 4.187 > 2.024$ then H_0 is rejected and H_1 is accepted, so it can be concluded that the cooperative learning model influences futsal playing skills

Discussion

Based on the data processing and analysis that has been carried out as well as the explanations that have been previously presented regarding the influence of the team-games-tournament (TGT) type cooperative learning model on social skills and futsal playing skills, the researcher explained the field facts and theories that support these facts. It is known that the team-games-tournament (TGT) type of cooperative learning model that has been studied has a real influence on social skills and futsal playing skills in students who take part in extracurricular activities of futsal games at SMA Negeri 16 Bandung.

The cooperative learning model is a learning model that emphasizes providing opportunities to mingle and learn to students in groups, meaning that students play a greater role in the learning process. The use of a team-games-tournament (TGT) type cooperative learning model is considered appropriate in developing social skills in line with the expression Juliantine (2013) revealed that the cooperative model can achieve 3 objectives, one of which is the development of social skills that teach students to be able to cooperate and collaborate, this is supported by Taniredja's statement (in Sofyantoro, 2013 p. 3) the advantage of the TGT type cooperative model is that students have the freedom to interact and use opinions, in addition to that students' self-confidence becomes higher, and increases kindness, sensitivity, tolerance between students and other students and students with teachers.

In addition to improving students' social skills, the team-games-tournament (TGT) type cooperative learning model can also improve students' futsal playing skills. According to Calm (2008), it is clear that "futsal is a quick and exciting interpretation when the game is constantly moving rather than waiting for the ball to arrive. This can be seen from the characteristics of the futsal game, namely a ball game that prioritizes speed, and teamwork. And the most important thing is how each player uses the ball quickly and effectively to achieve the ultimate goal, which is to put the ball into the goal. This is in line with the phrase from Juliantine (2013) "the essence of cooperative learning is the development of an attitude of cooperation between one student and another. The cooperative learning model, especially the team-games-tournament (TGT) type, allows students to work in groups but when facing games or competitions it is the responsibility of each individual in

the group. In line with what Juliantine (2013) reveals that "learning using a team-games-tournament (TGT) cooperative learning model, friends in the group will help each other in preparing to play in the game by studying activity sheets and explaining each other's problems, but when in the game is an individual responsibility." Another opinion put forward by Metzler (2005) says that "students are placed in teams, presented with the assigned with the assigned learning task and given a set period for the initial practice or knowledge acquisition." The point of the statement above is "students are in their group, presenting assignments and being given initial exercises for learning. In addition, according to Novuada (2011) explains that "futsal is a ball game played by two teams, each of which consists of 5 people to put the ball into the opponent's goal, by manipulation of the ball and feet". This is also in line with what Rusman (2014) stated "team, games-tournament (TGT) is a type of cooperative learning that places students in study groups of 5 to 6 students who have different abilities, genders, and pockets of words or races" studying and solving problems encountered but when in a game or competition students have a responsibility answer each to win his group in games and competitions created by the teacher.

During the treatment carried out, namely 12 meetings that applied the team-games-tournament (TGT) cooperative learning model through games and competitions in learning activities, facts were found in the field that there was a development of students who respected each other between teammates, supported each other, participated in teams and worked together with other teams to achieve the team's success in learning the futsal game. In addition, this development is characterized by the ability of students who can dribble and pass opponents, students who know the position where they should stand, can move around looking for space to get passes or passes from their teammates, right in making decisions where students must dribbling, passing or shooting, making decisions where students must ask for the ball or free their friends who are in the custody of their opponents, as well as being able to find space to create scoring opportunities.

The facts and theories that have been presented above, at least it can support the results obtained in this study, namely the influence of the application of the team-games-tournament (TGT) type cooperative model on social skills and futsal playing skills of SMA Negeri 16 Bandung students. Following the hypothesis test which uses the paired t-test to test the hypothesis if $T_{\text{counts}} > T_{\text{table}}$, then H_0 is rejected, which means that there is an influence of the team-games-tournament (TGT) cooperative model on students' social

skills and futsal playing skills with the results of $T_{\text{count}} > T_{\text{table}} = 4,341 > 2,024$ for social skills, and $T_{\text{count}} > T_{\text{table}} = 4,187 > 2,024$ for futsal playing skills.

CONCLUSIONS AND SUGGESTIONS

Based on the results of data processing and analysis, the following conclusions can be drawn:

- a. The TGT-type cooperative learning model has a significant influence on students' social skills in learning to play futsal.
- b. The cooperative learning model has a significant influence on students' futsal playing skills.

From the research that has been carried out at SMA Negeri 16 Bandung, researchers want to convey some suggestions, namely as follows:

- a. Of the many learning models that exist, it would be nice for physical education teachers to use one of the learning models that are following the material to be delivered because this can make it easier for physical education teachers to plan the learning process. In addition, learning will be more fun because the learning process will be more varied than usual.
- b. Physical education teachers, if they can apply the team-games-tournament (TGT) type cooperative learning model in the teaching and learning process, especially for learning futsal games that emphasize elements of mutual respect and competitive cooperation that can also improve futsal playing skills.

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