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The The Effect of Cooperative Learning Model and Peer Teaching Learning Model in Volleyball Games on Social Skills and Volleyball Game Performance

Ade Padillah*, Yunyun Yudianta, Tite Juliantine

Sekolah Pasca Sarjana, Universitas Pendidikan Indonesia

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Abstrak

Tujuan penelitian ini untuk mengetahui pengaruh model pembelajaran koopertif learning tipe TGT dan peer teaching terhadap keterampilan sosial dan keterampilan bola voli, pengaruh model pembelajaran koopertif learning tipe TGT dan peer teaching terhadap keterampilan sosial, serta model pembelajaran koopertif learning tipe TGT dan peer teaching terhadap keterampilan bermain bola voli. Metode penelitian yang digunakan dalam penelitian ini adalah pretest-postest group design. Desain yang digunakan dalam penelitian ini adalah pretest-postest group design. Dalam penelitian ini, populasi yang diambil adalah siswa SMAN 1 Garawangi di Kabupaten Kuningan kelas Sepuluh dengan total siswa 360 orang, teknik pengambilan sampel menggunakan cluster random sampling yang menghasilkan sebanyak 40 orang siswa, 22 laki laki, 18 perempuan. Instrumen yang digunakan dalam penelitian ini adalah angket keterampilan sosial yaitu Social Scale System (SSRS), dan instrumen penilaian keterampilan bermain Bola voli dengan menggunakan GPAI (Game Performance Assessment Instrument). Kesimpulan dari penelitian ini menyatakan bahwa terdapat pengaruh model pembelajaran koopertif learning tipe TGT dan peer teaching terhadap keterampilan sosial dan keterampilan bola voli, terdapat pengaruh model pembelajaran koopertif learning tipe TGT dan peer teaching terhadap keterampilan sosial, terdapat pengaruh model pembelajaran koopertif learning tipe TGT dan peer teaching terhadap keterampilan bermain bola voli.

Abstract

The purpose of this study was to determine the effect of the TGT type cooperative learning model and peer teaching learning model on social skills and volleyball games performance, the effect of the TGT type cooperative learning model and peer teaching learning model on social skills, as well as the TGT type cooperative learning model and peer teaching learning model on volleyball games performance. The research method used in this study was the quasi experimental method. The design used in this study was a pre-test-post-test group design. In this study, the population taken were 360 students at SMAN 1 Garawangi in Kuningan District. The sampling technique used cluster random sampling involving 40 students (22 males; 18 females). The instruments used in this study were the social skills questionnaire, namely the Social Scale System (SSRS), and the volleyball games performance assessment instrument by using the Game Performance Assessment Instrument (GPAI). The conclusion of this study states that there is an effect of the TGT type cooperative learning model and peer teaching learning model on social skills and volleyball games performance; there is an effect of the TGT type cooperative learning model and peer teaching learning model on social skills; and there is an effect of the TGT type learning model and peer teaching learning model on volleyball games performance.

INTRODUCTION

A learning model is one of the main components that can create an active, innovative, creative, and fun learning atmosphere. An interesting learning model will foster student interest in ongoing subjects so that the interests of these students will lead to the maximum achievement of their learning outcomes. Cooperative learning is not a model itself. It is a set of teaching strategies that share major attributes. The most important thing in this strategy is grouping students into learning teams to determine the amount of time or assignment in the hope that all students will contribute to the learning process and results (Metzer, 2000). Referring to the term, cooperative learning refers to an educational method where students work together in small groups to achieve common goals and take responsibility for their own learning and are responsible for others' (Afzali, 2011). Besides, cooperative learning is an instruction format in which students work together in small, structured, heterogeneous groups to master the lesson. Students are not only responsible for learning the material, but also for helping their groups in the learning process (Dyson & Rubin, 2003).

The TGT (Teams Games Tournament) is one of the cooperative learning models that is easy to conduct and involves all students in the activities without any difference in status, encourages the role of students as peer tutors and contains elements of play and reinforcement (Sinaga, 2012). TGT is a cooperative learning model which is the advanced level of the STAD (Student Team-Achievement Division). The TGT learning model is a type of cooperative learning that assigns students in learning groups consisting of 5-6 persons regardless of their abilities, tribes, and races (Isjoni., 2010). TGT can add the dimension of excitement obtained from the use of games in the learning instructions, so that most teachers prefer TGT because of the fun factor in the implementation of learning activities (Slavin, 2005).

Peer teaching is a learning model using an approach where a student explains a material to other peers of the same age, in which he or she has more knowledge than their peers (Juliantine, 2013). Previous research related to peer teaching with the title Student's Perspectives on Direct, Peer, and Inquiry Teaching Strategies concluded that in the social aspect, students

who were given a peer teaching model were excited because they could work together with their group friends (Dyson, 2002).

The peer teaching model is based on the trade-offs received to help reduce the problem of teacher's lack of observation of practice and limited feedback received by students. Students learn with their own groups to find solutions on each assignment given by the teacher in the physical education learning process (Rink, 1993). Peer teaching is an instructional strategy that transfers the teacher's responsibility to students in giving instructions (Metzer, 2000). In peer teaching, there are so-called tutors to help the learning instructions. In the learning process, students and tutors are involved in a teaching-learning scene where the students ask what they don't understand, and the tutor has the task of guiding students to be able to improve their learning abilities by following the teacher's direction. Metzler also mentioned that tutors must pay attention to the presentation tasks and the structure of the tasks given by the teacher, have good concentration when observing the students, and have good verbal communication skills when giving encouragement and feedback.

Social skills include the ability to communicate, establish relationships with others, respect oneself and others, listen to the opinions and complaints of others, give and receive criticism, contribute and receive opinions, work together in groups and develop leadership discussions (Cartledge, G., Milburn J, 1992). In cooperative learning, students are not only responsible for the content of learning but to help their group of friends to be able to understand the material as well (Chaohui, Wang. Lin, lu. & Qiaoyun, 2012). Sports and physical education represent components in a global education where children can grow and evolve, develop physical, psychological, and social abilities (Dacica, 2015).

The implementation of cooperative learning showed an increase in social skills and attitudes compared to the control group that was not given the cooperative learning model as follows, interpersonal behavior, personal behavior, behaviors related to academic success in peer acceptance, and communication skills. In this study, social skills consisted of the indicators of cooperativeness, assertion, empathy, and self-control

(Goudas & Magotsiou, 2009). In this study, students learned to pass the ball using peer teaching models. The results showed significant outcomes for the students in mastering upper-passing skills in volleyball (Ayvazo & Ward, 2009). In volleyball games, a player must pay attention and have some basic techniques that must be mastered, including service, passing, smash, and block.

METHODS

The experimental method was administered in this study with a pretest-posttest group design. A total of 360 X grade students of SMAN 1 Garawangi were taken as the study population. Later, a cluster random sampling technique was administered in determining the sample for the purposes of the study. The subjects were given treatment by TGT cooperative learning and peer teaching models.

The instrument used in this study was the Social Scale System (SSRS) (Gresham, F. M. dan Elliott, 1990), and the volleyball game performance assessment instruments using the GPAI (Game Performance Assessment Instrument). Hypothesis testing in this study employed a one-way MANOVA test.

RESULT AND DISCUSSION

Table 1. Data Description of Volleyball Game Performance and Social Skill Test Results

	Model	Mean	Std. Deviation	N
Volleyball Game Performance	TGT	79.05	32.963	20
	Peer teaching	49.30	29.644	20
	Total	64.18	34.415	40
Social Skills	TGT	16.00	6.358	20
	Peer teaching	25.30	5.620	20
	Total	20.65	7.567	40

Table 1 showed the research results of TGT cooperative learning where obtained volleyball game performance with an average of 79.05 and social skills on average 16. In peer teaching models, it was obtained volleyball game performance with an average of 49.3 and average social skills was 25.3.

Table 2 revealed the results of the Multivariate significance test. The results of the analysis showed that

the F class worth for Pillai's Trace, Wilk Lambda, Hotelling's Trace, and Roy's Largest Root had a significance value of $0,000 < 0,05$. This indicated that the F worth for Pillai's Trace, Wilk Lambda, Hotelling's Trace, and Roy's Largest Root were all significant. Thus, it could be concluded that there was a significant influence of the model variables on volleyball game performance and the social skills of the students.

Table 2. Data Multivariate Test Results

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.938	2.798E2 ^a	2.000	37.000	.000
	Wilks' Lambda	.062	2.798E2 ^a	2.000	37.000	.000
	Hotelling's Trace	15.1	2.798E2 ^a	2.000	37.000	.000
	Roy's Largest Root	15.1	2.798E2 ^a	2.000	37.000	.000
Model	Pillai's Trace	.499	18.400 ^a	2.000	37.000	.000
	Wilks' Lambda	.501	18.400 ^a	2.000	37.000	.000
	Hotelling's Trace	.995	18.400 ^a	2.000	37.000	.000
	Roy's Largest Root	.995	18.400 ^a	2.000	37.000	.000

The same table also portrayed a relationship between the TGT cooperative learning model and the peer teaching model with volleyball game performance by a significance value of $0,005 < 0,05$. In addition, there is also a relationship between TGT type cooperative learning models and peer teaching models with students' social skills as indicated by the value sig. $0,000 < 0,05$. So, it could be concluded that there was a significant influence between the variables of the TGT Cooperative learning model and the Peer teaching model on volleyball game performance and the social skills of students.

The results of hypothesis testing showed that the cooperative learning model has an influence on student's volleyball game performance and social skills. The researcher examined the theory of the TGT cooperative learning models (Lavasani, Afzali, Borhazadeh, Afzali, & Davoodi, 2011) and it was found that the cooperative learning model has a greater influence on students' social skills compared to traditional models (Sinaga, 2012).

There was an effect of cooperative learning and peer teaching model on social skills in volleyball games (Lavin, 2005). Several research reported on the effects of cooperative learning on implicitly impressive student achievement (Joyce, 2000). The development of the social skills of students has been recognized as a fundamental element for achieving academic achievement and good work. The TGT cooperative learning model can motivate students to be able to learn skills in playing and learning. Furthermore, in the research conducted, it was figured out that in the motoric context, the TGT cooperative model affected skills that were thoroughly learned (Callado, n.d.).

In the social aspect, the students who were given peer teaching treatment showed excitement because they could work together with their group friends (Metzer, 2000). In addition, they showed an increase in social skills and attitudes compared to the control groups that were not given cooperative learning treatment. In this study, the students learned to upper-pass volleyball using the peer teaching model, and it resulted in significant outcomes in mastering the upper-passing skills (Ayvazo & Ward, 2009).

CONCLUSION

The TGT cooperative learning and Peer Teaching models significantly affected students' volleyball game performance and social skills at SMAN 1 Garawangi. The TGT cooperative learning model could motivate students to be able to learn skills in volleyball. This cooperative model had a positive impact on the developmental level of the students, such as being quicker and more precise in executing task assignments, being able to work well together, aware for others, trusting each other, accepting the views of others, encouraging other students to throw questions, and improving listening skills and communication skills.

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