

Developing Life Skills through Cooperative Learning Models in Aquatic Activities

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Abstract: The aim of this study was to develop life skills through cooperative learning model in aquatic learning activities. To achieve this aim, a classroom action research was employed. The participants were 35 fifth grade students, consisting of 19 males and 16 females. The primary data source was structured observation sheets using indicators adapted from Beamish (2012). The observation took place during the process of teaching and learning. The secondary data sources were interviews and field notes. The research was divided into two cycles, consisting of four actions. Every action was in the form of game in which the participants were required to make movements. The games varied; some used tools, and some did not. Based on data analyses, it was concluded that the use of cooperative learning model in aquatic learning activities improved students' life skills. The life skill improvement program could run effectively since it was integrated with physical learning activities. Students who participated in the learning process could improve their physical activities and at the same time develop their life skills. Thus, life skills should be included in the physical education curriculum.

1 INTRODUCTION

The process of physical education learning will give learning outcomes for students which are divided into three domains, namely the cognitive (knowledge), affective (behaviour) and psychomotor (skills). From the three domains, the researcher will be more focused on the result of learning from affective aspect (behaviour), since in the result assessment of this affective learning gained less attention from the teachers. The assessment of the affective learning outcomes will be implemented in physical education learning in Elementary School. The types of affective learning outcomes are seen in students in various behaviors, such as their attention to learning, discipline, respect for the teachers and classmates, learning motivation, and social relationships. To improve its quality, education should be done thoroughly. The development of the aspects described earlier are centered in the improvement of life skills that are realized through student competencies to improve skills, adapt, and succeed in the future. Those can be applied through

aquatic learning activities to prepare the students with new skills to participate in an ever-changing and evolving world.

Life skills are the abilities that people need in order to face their life (Rachman (2009, pp. 20) and interact with their environment (Asi and Asi, 2016). Teaching life skills to students can help to improve the health and wellbeing of students as well as to prepare themselves to change to be more skilful in their social behaviour (Goudas and Giannoudis, 2008). When associated with life skills, aquatic learning activities can be a vehicle for kids to learn how to survive with various challenges through various water activities. Aquatic activities can introduce students to identify problems that will be faced in the water, thus it can grow a sense of care, a sense of cooperation with friends, the desire to keep trying, and other feelings felt by the students.

Through cooperative model learning, the students gain understandings and practice together by raising a sense responsibility, respect, communication, effort, teamwork / cooperation, self-awareness, and leadership that is set in the learning process (Beamish, 2012). Approaches made with life

skills help create a positive learning environment for learners. Referring to the above explanation, the purpose of this research is to know how big influence of cooperative learning model in developing life skill in learning aquatic activity toward grade 5 students of elementary school.

2 METHOD

2.1 Participants

The participants in this research were students of grade 5 (age = 11.2 ± 0.31) of Public Elementary School in Bandung consist of 35 students with 19 male students and 16 female students. All students were healthy during the study and there were no physical or mental disabilities.

2.2 Instrument

The instrument or tool used to collect data in this study is a structured observation adapted from Goudas and Giannoudis (2008). The components of life skills such as responsibility; communication; respect; effort; teamwork/ cooperation; self-awareness; leadership. From the seven values of the life skills, the researchers identified what will be applied into the form of aquatic learning activities to develop social aspects in students. In this case the researchers intend to focus more on the three kinds of values contained in the life skills, namely communication, effort, and teamwork/cooperation. From some of the life skills indicators, some indicators are adapted to the affective/social skills level of the given material. Teachers can determine which life skills that will be assessed to be an evaluation of learning materials that will be improved. Afterwards, the researcher observed every student appearance in aquatic learning and recorded the appropriate or inappropriate and efficient or inefficiency in an event or appearance on the activity undertaken. The following components of life skills and Observation format used to assess the life skills of communication, effort, and teamwork / cooperation in aquatic learning activities.

Table 1: Life skills components.

Var	Dimension	Indicator	Assessment	
			Available	Not Available
Life Skills	Com	1. Students listen to leaders or peers during activities		
		2. Students communicate to help their peers' effort		
	Effort	3. Students attempt to direct the ability to push themselves and strive during the activities		
		4. Students try to survive in times of trouble		
	Teamwork/ cooperation	5. Students assist group peers during the activities		
		6. Students demonstrate their ability to work together in order to achieve common goals		

2.2.1 Interview

Interviews can be used as a valuation tool to identify students learning outcomes and processes. Interviews given to students in the form of structured interviews. The purpose of the interview is to find out the students opinions about the teaching-learning process that has been done.

2.3 Procedures

2.3.1 Actions Planning Stage

In determining the action, the researcher acted as an actor (teacher) assisted by the observer (teacher or peer) to perform the action plan. There were several things that must be done by researchers and observers as follows: (a) Creating a learning plan by applying the values of life skills through cooperative learning model in aquatic learning activities (b)

Creating observation sheets: Notes used as a medium to record all events that happened during the learning process. These records should be orderly and systematic because it will be the source of information in data processing and data analysis; by using electronic devices (mobile or camera) to record or document important facts and data taken during the learning process. This can be used as material for correction and evaluation to improve the process of learning action in the next stage, preparing facilities and infrastructure for the aquatic learning activities.

2.3.2 Action Implementation Stage

In the process of implementation of action, the researcher acted as a teacher or instructor who went directly to implement aquatic learning by developing the values of life skills through cooperative learning model. The steps taken in the implementation of this action are: (a) Researchers applied the lesson plan by applying the values of life skills through cooperative learning model in aquatic learning activities. (b) Researchers taught directly in the field as well as observed all students who learned. The process of observation must be based on conscious, critical, systematic, and objective state. (c) After the study ended, the researcher recorded all the activities, events, constraints that arise during the course of learning into the prepared observation sheet.

2.3.3 Observation Stage

Observation activities in this study were conducted simultaneously with the learning activities. To facilitate the implementation of observation, researchers were assisted by observers (teachers of physical education subjects or peers). The objects observed were focused on student activity and effectiveness during the learning.

2.3.4 Data Analysis and Reflection Stage

The next stage is to perform data analysis and reflection on the data obtained from the observation, so it can be seen whether the action has reached the goal or not. The results obtained in the observation stage were collected and analyzed in this stage. From the results of observation teachers can reflect themselves by looking at the observation data whether the undertaken activities have been able to improve the life skills of communication, effort and teamwork / cooperation in aquatic learning activities. This observation is used as the basis for

evaluation so that steps on the next action can be prepared.

2.4 Instrument Test

After arranging the matrix for observation, an instrument test is performed to the respondents who were not included in the research subject to measure the validity and reliability of each matrix. The test of this instrument was conducted at SDN Cisantren Wetan I Bandung. The number of students who are used as a trial were 38 students. The validity of each item indicates the matrix is in range count = .46 to .76 greater than $r_{table} = .329$ with 5% significance indicates that structured observation can be used in elementary school students with a high degree of validity. Reliability using KR (Kuder Richardson) 20 analysis shows internal consistency = .86 greater than list = 0.70 indicates that the instrument has a high reliability.

2.5 Data Analysis

The data collected in each observation activity from the implementation of the research cycle used the qualitative and quantitative analysis because the data is in the form of numbers and in the form of words (narratives) using percentage to see trends that occur in the process of learning activities. The analysis process starts from the beginning to the end of the action. The collected data can be analyzed from the orientation stage to the final stage in the implementation of the action by adjusting to the characteristics, focus of the problem and objectives. The criteria and measures of success of the research objectives are determined based on the results of individual learning evaluations. To find out the average value and success rate of learning, researchers used data processing techniques used in the values of life skills is the number of students who get a certain score in the number of students, multiplied by 100% until the percentage is reached.

3 RESULTS AND DISCUSSION

Table 2 : Results of research.

Performed activities	Average Results for Life skills			Average	Remarks
	Com	Effort	Team-work /Cooperation		
Preliminary Observation	67%	54%	56%	59%	Uncompleted
Cycle 1 Action 1	67%	59%	64%	63%	Uncompleted
Cycle 1 Action 2	77%	69%	69%	71%	Completed
Cycle 2 Action 1	84%	79%	76%	80%	Completed
Cycle 2 Action 2	90%	84%	86%	87%	Completed

From the results of research using the observation there is an initial data of 59% and the results of cycle 1 action 1 increased to 63%. Similar to the next action which is the result of cycle 1 action the 2 results of data obtained from the observation of life skills (communication, effort, and teamwork / cooperation) in students has increased to 71%. This happened because the students began to understand the material given. In the next action, cycle 2 action 1, the result of observation of students' life skills is 80% the result is increased from the previous action. At the last observation, cycle 2 action 2, the result of the life skills observation (communication, effort, and teamwork / cooperation) of the students is equal to 87%.

In the result of preliminary observation, it can be seen that the life skills (communication, effort, and teamwork/cooperation) of the students is 59% and in action number 4 that the students' life skills have increased quite high to 87%. These results have reached the expectations of researchers, which is to improve the students' life skills (communication, effort and teamwork/cooperation) > 80%. This shows that the learning given is quite fun and interesting hence improving the student's life skills in aquatic learning. Life skills can be effectively implemented into the context of physical learning at school (Goudas, Dermizaki, and Leondari, 2006) (H Firmansyah, A wahyudi, 2017). Life skills programs that is integrated with physical activity learning can be effective because students who participate in the program can increase their physical activity and at the same time train their life skill skills (Goudas and

Giannoudis, 2008). Therefore, physical education teachers should implement life skills on the learning curriculum in school (Alhayek, 2014).

4 CONCLUSIONS

According to the research data in the field during the research process on the application of cooperative learning model in developing life skills in aquatic learning activities in elementary school gave positive effect on improving the affective/social abilities and the students' life skills. This is shown by the cohesiveness of students in following various games. In addition, the students are given the freedom to perform motion activities along with their respective groups, so that students will gain experience in interacting more with friends. In this case, cooperative learning model provides an opportunity to develop life skills (communication, effort and teamwork/cooperation) to the students themselves. Learning will be very meaningful if done well through systematic stages such as advance planning, so it can get close to the expected conditions. Planned, directed, and structured learning will provide the expected contribution as implemented in cooperative learning to develop life skills in aquatic activities.

Moreover, the application of learning through a game in aquatic activities for elementary school is very necessary because of the character of students who love to play. By applying games in learning aquatic activities are expected to facilitate and ease the learning. This is because by applying life skills through cooperative learning model on learning aquatic activities can facilitate students to improve various life skills which can be seen from how active students interact with each other in a group (Beamish, 2012). In addition, life skills programs give students the knowledge to be successful to apply into complex situations in everyday life. Therefore, life skills oriented physical education is suggested to be combined with sharing learning approaches that can affect not only on communication, effort, and teamwork/cooperation skills but also leads to healthy life behaviour (Young, Phillips, Yu, and Haythorntwaite, 2006).

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