



Improving Students' Social Skills through Collaborative-Based Physical Education Learning

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Abstract: This study aims to examine the effectiveness of collaborative-based physical education in enhancing students' social skills. Using a quasi-experimental design with a pretest-posttest control group, this research involved two classes of junior high school students, one as the experimental group and the other as the control group. The experimental group was exposed to collaborative learning strategies during physical education, while the control group followed conventional methods. Data were collected through questionnaires, observations, and interviews. The findings indicate a significant improvement in the experimental group's social skills, including cooperation, communication, empathy, conflict resolution, and social responsibility. The average posttest score of the experimental group was notably higher than that of the control group. Qualitative data also supported these results, showing increased student engagement and positive peer interactions. Collaborative-based learning in physical education proves to be a powerful approach not only for improving physical competence but also for fostering essential social values. This method is recommended as an alternative strategy to create a more inclusive and socially engaging learning environment.

Keyword: Collaborative Learning, Physical Education, Social Skills, Secondary School Students, Student Interaction.

INTRODUCTION

Education is not only aimed at intellectually enlightening the nation, but also at forming positive character and social skills in students. In the current era of globalization and rapid technological development, social skills are one of the important aspects that every individual must have. Social skills refer to a person's ability to interact effectively with others, establish healthy relationships, resolve conflicts constructively, and work together in a diverse social environment. Physical education as an integral part of the national education curriculum has a strategic role in shaping the physical, mental, emotional, and social aspects of students. Through systematically designed physical activities and sports, students can learn about the values of cooperation, sportsmanship, discipline, and responsibility. In this context, physical education learning is not only aimed at improving physical fitness, but also as an effective

means of developing students' social skills. However, the reality in the field shows that physical education learning in schools is often still individualistic and oriented towards achieving motor competence without paying attention to students' social aspects. Traditional teaching methods that are still dominant, such as direct instruction, do not provide enough space for students to interact, discuss, and work together in groups. As a result, the opportunity to develop social skills through physical education is not optimal.

Along with the development of learning theory and practice, the collaborative approach began to be introduced as one of the strategies that is believed to be able to increase student engagement and form social skills effectively. Collaborative learning is a learning approach that emphasizes interaction between students in small groups to achieve common goals. Through this learning, students are trained to help each other, share information, communicate effectively, and solve problems collectively. In the context of physical education, collaborative-based learning creates a participatory and interactive learning atmosphere, where students are not only physically active but also socially. For example, in team games, students learn how to play according to their positions, listen to teammates, encourage, and work together to develop game strategies. This kind of activity naturally fosters social values such as empathy, tolerance, communication, and teamwork. Many previous studies have shown that the collaborative learning approach can increase students' learning motivation, active involvement, and academic achievement. However, research that specifically highlights the relationship between collaborative-based physical education learning and improving students' social skills is still relatively limited, especially in the context of secondary schools in Indonesia. Therefore, this research is relevant and important to be conducted in order to provide scientific and practical contributions in developing a more humanistic and holistic physical education learning model. Furthermore, social skills are part of soft skills that are very much needed in the world of work and social life. In an increasingly complex world, students are not only required to be academically intelligent but also able to communicate, collaborate, and adapt to various social situations. Therefore, schools as formal educational institutions must systematically build learning programs that support the development of these social skills.

Collaborative learning in physical education provides a more meaningful learning experience because students are directly involved in a fun and challenging learning process. The teacher acts as a facilitator who guides students in interacting and collaborating, not as a single information center. Thus, learning becomes more student-centered which is in accordance with the principles of the Merdeka Belajar curriculum currently being developed in Indonesia. In addition, a collaborative approach can also reduce student anxiety in taking physical education lessons, especially for those who have physical limitations or lack confidence in physical activity. In groups, students feel more comfortable because they have support from their group mates. This has the potential to increase overall student participation and strengthen social relationships between students outside the classroom environment. The challenges that may be faced in implementing collaborative-based physical education learning include the lack of teacher understanding of this learning strategy, limited facilities, and differences in student character that can affect group dynamics. Therefore, a mature learning design, training for teachers, and effective classroom management are needed to support the implementation of this approach. Based on this background, this study aims to examine how collaborative-based physical education learning can improve students' social skills. By conducting this study, it is hoped that appropriate learning models, effective teaching strategies, and real contributions to developing student character through fun, meaningful, and educational physical education activities can be found. The purpose of this study is to analyze and prove the effectiveness of collaborative-based physical education learning in improving students' social skills.

METHOD

The research method used in this study is an experimental method with a pretest-posttest control group design. The study was conducted in a high school by taking a purposive sample of students consisting of two classes, namely the experimental class given collaborative-based physical education learning and the control class using conventional learning methods. Data on students' social skills were collected through observations, questionnaires, and interviews conducted before and after the learning treatment. Observations were made using observation sheets that focused on students' social behavior during the learning process, while the questionnaire was designed to measure students' perceptions of their own social skills. In addition, interviews were conducted to obtain qualitative data related to students' experiences and responses to the learning methods applied. Data analysis was carried out using descriptive and inferential statistical techniques, such as the t-test to determine significant differences between the experimental class and the control class. The collaborative learning approach applied includes learning activities that require interaction, discussion, cooperation in small groups, and collective completion of tasks in physical education. This study also pays attention to aspects of instrument validity and reliability and considers research ethics by obtaining approval from the school and students as respondents. With this method, it is expected to determine the effectiveness of collaborative-based physical education learning in improving students' social skills comprehensively.

RESULT AND DISCUSSION

A. Research Results

This study aims to evaluate the effectiveness of collaborative-based physical education learning in improving students' social skills. The method used is an experimental approach with a pretest-posttest control group design. The subjects of the study consisted of two classes, namely the experimental class that received collaborative-based learning and the control class that received conventional learning.

1. Improving Students' Social Skills

The results of data analysis show that students in the experimental class experienced a significant increase in social skills compared to the control class. The skills that increased include communication skills, cooperation, empathy, and conflict resolution. This is in line with the findings of previous studies which show that collaborative learning provides opportunities for students to actively participate in the teaching and learning process, thereby improving their social skills. [10]

2. Observation of Social Behavior

During the learning process, observations showed that students in the experimental class were more active in discussions, helping each other, and showing tolerance for differences of opinion. In contrast, students in the control class tended to be passive and showed less positive social interaction. This indicates that a collaborative approach to physical education learning can create an environment that supports the development of students' social skills.

3. Feedback from Students and Teachers

Interviews with students and teachers revealed that collaborative learning methods make the learning process more enjoyable and meaningful. Students feel more motivated and confident in participating, while teachers see improvements in classroom dynamics and student engagement. This suggests that collaborative learning not only improves social skills but also improves the overall quality of learning.

B. Discussion

1. Effectiveness of Collaborative Learning in Physical Education

Collaborative learning in physical education has been shown to be effective in improving students' social skills. Through group activities, students learn to work together, communicate, and solve problems collectively. This is in line with research stating that collaborative learning has significant benefits, including improving critical thinking skills, social skills, teamwork skills, and students' learning motivation.

2. Improving Collaborative Skills through Learning Models

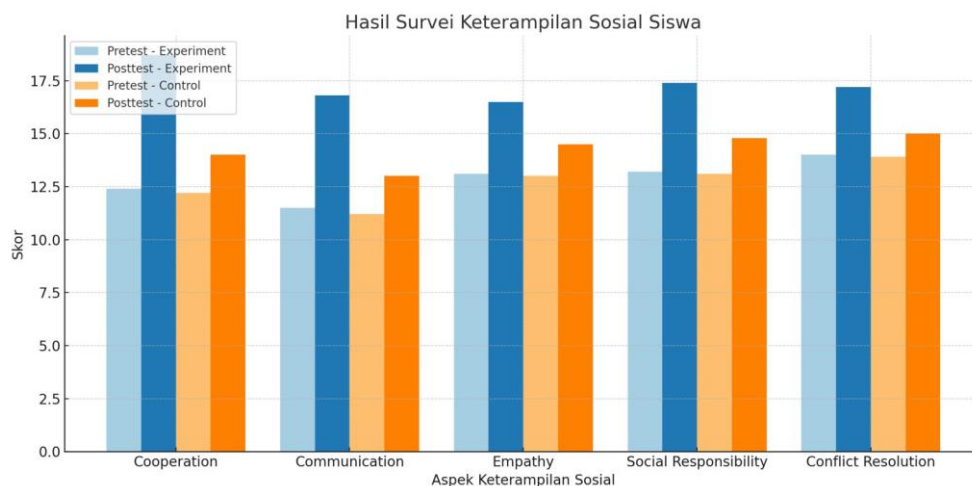
Learning models such as Project Based Learning (PjBL) have been used to improve students' collaboration skills in physical education. Research shows that the application of the PjBL model in physical fitness activities can significantly improve students' collaboration skills. This suggests that choosing the right learning model can strengthen the development of students' social skills. [OBJ]

3. Challenges in Implementing Collaborative Learning

Although collaborative learning has many benefits, its implementation also faces challenges. Some of these include time management, task allocation, and educator support. Research shows that challenges such as time management, task allocation, and educator support need to be addressed to maximize the benefits of collaborative learning. Therefore, it is important for teachers to design effective learning strategies and provide appropriate guidance to students. [OBJ]

4. Implications for Learning Practices

The results of this study have important implications for learning practices in schools. Physical education teachers are advised to integrate collaborative approaches into learning activities to develop students' social skills. In addition, training for teachers in designing and implementing collaborative learning is also important to ensure the success of this method.



The figure above shows a comparison of students' social skills scores based on five main aspects, namely the ability to cooperate (cooperation), communication (communication), empathy (empathy), social responsibility (social responsibility), and conflict resolution (conflict resolution) between the experimental group and the control group, both before (pretest) and after treatment (posttest). From the diagram, it can be seen that there was a significant increase in scores in the experimental group after the implementation of collaborative-based physical education learning. The most striking increase occurred in the cooperation aspect, followed by communication and social responsibility. This shows that the collaborative approach encourages students to be more active in interacting, working together, and helping each other in the learning process. In contrast, the control group using conventional

learning methods also experienced an increase, but it was relatively smaller and uneven in each aspect. This shows that conventional learning is not yet able to facilitate the development of social skills optimally. Thus, this diagram strengthens the finding that collaborative-based learning not only has an impact on increasing students' physical participation, but is also able to develop their social skills as a whole.

CONCLUSION

Based on the results of the research and discussion that has been conducted, it can be concluded that collaborative-based physical education learning has proven to be effective in improving students' social skills. The application of this learning strategy is able to create an interactive, inclusive, and enjoyable learning atmosphere, where students are not only physically active, but also socially and emotionally involved in the learning process. Improved social skills include the ability to work together, communicate, show empathy, resolve conflicts, and foster a sense of social responsibility. This is shown through the results of the pretest and posttest which show a significant increase in students who take collaborative learning compared to students who take conventional learning. In addition to quantitative improvements, qualitatively there are also changes in positive student behavior in social interactions in the classroom. Students become more confident, support each other, and are more sensitive to their group mates. This shows that physical education not only functions as a means of physical development, but can also be used as an effective vehicle to instill social values and shape students' character as a whole. Thus, the collaborative-based learning approach is very relevant to be applied in the current educational context, especially in building a young generation who are not only intellectually intelligent, but also socially and emotionally resilient.

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