



Application of Cooperative Script with Mind Map Variations as an Effort to Increase Physical Education Students' Interest and Learning Outcomes

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Abstract

Achievement of learning outcomes is an indicator to measure the quality of the learning process that has been implemented. However, achieving optimal learning outcomes is not an easy thing for lecturers in charge of the subject because many factors influence it, including the learning model and student learning interest while in class. Therefore, lecturers must be able to apply learning models that can increase interest in learning. The application of cooperative scripts with mind map variations as a learning model is feasible to be applied to the adaptive physical education learning process. Classroom action research with 2 cycles was chosen as the research method. The goal to be achieved in this study is to analyze the increased interest and learning outcomes of physical education students through the application of cooperative scripts with variations of mind maps in adaptive physical education lectures. The research data was accommodated using instruments in the form of observation, questionnaires, and written tests. The collected data were analyzed using simple statistics in the form of average values and percentages. The results of the study illustrate that there is an increase in interest in learning and learning outcomes. It can be concluded that cooperative scripts with mind map variations can be an alternative to increase student interest and learning outcomes.



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INTRODUCTION

Learning outcomes are all forms of change that reflect the positive value of a learning process. Learning outcomes can be interpreted as the results of the abilities achieved by a person after experiencing the teaching and learning process of certain subject matter that has been studied (Mahajan & Singh, 2017). Achievement of learning outcomes is an indicator to measure the quality of the learning process that has been implemented by lecturers in each class they teach (Ngai et al., 2018). However, achieving optimal learning outcomes is not an easy thing for lecturers who teach courses because many factors influence this, including student interest in learning and student learning activities during class (Lin et al., 2016).

Interest in learning is a feeling of interest that students have in learning with a sense of joy in learning (Keller et al., 2014). Interest plays an important role in a student's learning success (Faisal & Anthoni, 2021). Students' interest in learning can be reflected through their enthusiasm in carrying out all learning activities. Learning activities are all forms of activities carried out by students while participating in and carrying out a series of learning processes (Walter et al., 2016). Student learning activity can be increased through explanations of learning objectives and learning strategies implemented by lecturers (Ngoc et al., 2020).

Adaptive physical education or what is usually called adaptive physical

education is a lecture that must be carried out jointly by lecturers and students. Through this learning, it is hoped that lecturers can provide applicable learning experiences in implementing physical education learning for children with special needs. It is hoped that this learning experience can help students achieve optimal learning outcomes. However, based on the results of observations, it is known that there are various obstacles experienced by physical education lecturers and students while participating in adaptive physical education learning.

First, lecturers have difficulty controlling the class because students who are active in the learning process tend to be the same so there is no equal distribution of student learning activity. Second, learning activities in class are not optimal because there are still students who do not pay attention to the explanation of material from their group friends who are making presentations, and there are students who are less enthusiastic about participating in learning. Third, students are less enthusiastic about answering trigger questions from lecturers. Fourth, students have difficulty answering test questions given by the course lecturer because they forget the material they have taught.

Applying the cooperative script learning model with mind map variations in adaptive physical education learning is the right step because relevant research studies state that students can develop learning creativity through new ideas

resulting from cooperative script learning, increasing student enthusiasm for learning, improving student learning outcomes, applying the mind map technique can also increase learning motivation and student enthusiasm.

The cooperative script learning model provides opportunities for students to work in pairs and take turns reading, listening, and discussing learning material so that student learning activities increase (Nurhayatin, T., & Triandy, 2019).

Mind mapping is a form of learning that is used to train the ability to present content using mind mapping (Ma'ruf et al., 2019). Mind maps can help students think creatively and critically, remember lessons well, understand reading content and other assignments given and help students prepare presentations by developing their thinking ideas (Armariena, 2020). By combining the cooperative script learning model with mind map variations, it is believed that it will increase learning activities, interest in learning, and learning outcomes of physical education students in participating in adaptive physical education learning.

METHOD

This research uses cyclical classroom research. This research uses four main stages, namely implementation planning, observation, and reflection. Participants in this research were 54 physical education students.

Data collection techniques in this research used instruments in the form of

observation guides, questionnaires, and written tests. Observation is used to collect data on student activities consisting of reading, asking, and answering questions during the discussion process. Questionnaires are used to determine students' interest in learning. Meanwhile, written tests are used to determine learning outcomes.

Table 1. Observation Guide

No	Indicator	Descriptor	Result
1	Reading	Students carry out learning activities by reading learning material or topics before discussions take place in class	
2	Questions	Students ask questions that are relevant to the lecture topic	
3	Answer	Students can answer questions given by colleagues in the discussion process	

Table 2. Questionnaire Grid

No	Indicator	Descriptor	Item
1	Feeling happy	Students show a happy attitude when attending lectures	1, 2, 3, 4, 5
2	Attention	Students pay attention to the percentage of their peers	6, 7, 8, 9, 10
3	Interest	Students show an enthusiastic attitude during lectures	11, 12, 13, 14, 15,
4	Student involvement	Students actively ask and answer during discussions	16, 17, 18, 19, 20

Table 3. Written Test Grid

No	Indicator	Questions	Answer
1	History of adaptive physical education	How does society view disability from primitive to modern times? Explain!	
2	The child with special-needed	Explain the learning needs of children with special needs.	
3	Adaptive physical education strategies	What is a good adaptive physical education learning strategy?	

RESULT

Based on the results of observations of student learning activities in cycles 1 and 2, which consisted of reading, asking, and

answering questions during the discussion process in the adaptive physical education course, there was an increase in learning activities. The following are the results of student learning activities as presented in Tables 4 and 5.

Table 4. Cycle 1 Student Learning Activities

No	Indicator	Results
1	Read	70% of students carry out learning activities by reading learning material or topics before discussions take place in class.
2	Ask	60% of students asked questions that were relevant to the lecture topic.
3	Answer	55% of students were able to answer questions given by colleagues in the discussion process.

Table 5. Cycle 2 Student Learning Activities

No	Indicator	Results
1	Read	80% of students carry out learning activities by reading learning material or topics before discussions take place in class
2	Ask	85% of students asked questions that were relevant to the lecture topic.
3	Answer	75% of students were able to answer questions given by colleagues in the discussion process.

Based on the results of questionnaires and written tests, there was an increase in student interest in learning. The following are the results of cycle 1 and 2 student interest which are presented in tables 6 and 7.

Table 6. The Results of Learning Interest

Interval	Category	cycle 1		cycle 2	
		F	%	F	%
81-100	Very high	7	16	10	37
61-80	High	10	37	17	63
41-60	Moderate	10	37	0	0
21-40	Not enough	0	0	0	0
0-20	Very less	0	0	0	0
Total		27	100	27	100

Table 7. The Results of Learning Interest

No	Indicator	Mean
1	Cycle 1 learning outcomes	59
2	Cycle 2 learning outcomes	79

DISCUSSION

The cooperative script learning model provides opportunities for students to work in pairs and take turns reading, listening, and discussing learning material so that student learning activities increase (Ermawati et al., 2019). The cooperative script learning model is appropriate to use to develop new ideas, especially in solving problems, and to develop courage in conveying new things that one believes to be true (Sihaloho, 2023)

Mind maps can help students think creatively and critically, remember lessons well, understand reading content and other assignments given, and help students prepare presentations by developing their thinking ideas (Zubaidah et al., 2017). The mind map concept has been widely used in the field of education in the classroom learning process (Fardhila & Istiyono, 2019). With the mind map strategy, educators can convey complex material easily, apart from that, students can easily absorb the material presented by educators. Mind mapping can be used as a learning method, idea development, or problem-solving, by combining the cooperative script learning model with mind map variations, it is believed that it will increase learning activities, interest in learning, and learning outcomes (Zahedi & Heaton, 2016).

Learning activities are all forms of student activity or behavior during the learning process so that optimal learning is created (Simonds & Brock, 2014). Learning activities are a very important

factor and influence student interest and learning outcomes. Therefore, lecturers must be able to develop interesting learning activities for students so that they can increase student interest and learning outcomes (Zuraidah et al., 2015).

The implementation of the cooperative script learning model with mind map variations is expected to increase student learning activities in a positive direction, marked by students reading carefully the material provided by the course lecturer, being enthusiastic in learning activities, summarizing learning, making mind maps, dare to try to put into practice the theories that have been learned in class, able to solve learning problems, show interest in learning.

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