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The Effect of Cooperative Learning Intentionally Structuring Model on Self-Disclosure and Self-Awareness in Physical Education Learning at School

Dendy Stiadi,* Amung Ma'mun, Tite Juliantine

Sekolah Pasca Sarjana, Universitas Pendidikan Indonesia

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Abstrak

Pendidikan jasmani merupakan salah satu mata pelajaran di sekolah yang dapat memberikan kontribusi signifikan terhadap siswa antar pribadi dan pembangunan social). Salah satu yang utama dari pengembangan perubahan sikap yaitu keterbukaan diri dan kesadaran diri. Tujuan dalam penelitian ini untuk mengetahui seberapa berpengaruh model pembelajaran cooperative learning intentionally structuring terhadap keterbukaan diri dan kesadaran diri dalam pembelajaran penjas di sekolah. Metode yang digunakan dalam penelitian ini adalah experiment dengan desain penelitian pretest-posttest control group design. Sampel dalam penelitian ini berjumlah 60 siswa kelas 10 (X) di SMK N 12 Bandung yang di bagi kedalam 2 kelompok dengan menggunakan tehnik purposive sampling. Instrument yang digunakan menggunakan Instrument emotional self disclosure scale (ESDS) dan Instrument self awareness scale. Analisis data menggunakan SPSS versi 21 dengan pengujian hipotesis menggunakan Paired Sample T-Test. Hasil analisis dan perhitungan data mengungkapkan bahwa terdapat perubahan yang signifikan antara kedua kelompok model pembelajaran cooperative learning intensionally structuring dan kelompok control, dengan memberi penjelasan atau intentionally structuring kelompok eksperimen saat pembelajaran pendidikan jasmani sehingga mendapat peningkatan jauh di atas kelompok control.

Abstract

Physical education is one of the subjects at schools that can make a significant contribution to students' interpersonal aspect and social. One of the main aspects in developing a change in attitude is self-disclosure and self-awareness. The purpose of this study was to find out how influential the cooperative learning intentionally structuring model on self-disclosure and self-awareness in Physical Education learning at school. The method used in this study was an experimental method with a pretest-posttest control group research design. The sample in this study were 60 students of class 10 (X) from SMK N 12 Bandung divided into 2 groups by using purposive sampling techniques. The instrument used to measure self-disclosure was ESDS (emotional self disclosure scale). Meanwhile, to measure self-awareness, the self awareness scale was used. Data analysis process used SPSS version 21 with Paired Sample T-Test for hypothesis testing. The results of the analysis and calculation of the data revealed that there were significant changes between the cooperative learning intentionally structuring learning model group and the control group. It showed that giving an explanation, or intentionally structuring, to the experimental group during physical education learning could affect the increase in the experimental group far above the control

INTRODUCTION

When a high-quality physical education program is implemented, students can learn the skills, confidence, and knowledge to be physically active while they are at school, outside of school, and throughout their lives (Kirkham-King et al., 2017). Physical education also functions as a medium to encourage the development of motor skills, physical abilities, knowledge, reasoning, appreciation of values (mental-emotional-spiritual-social), and the habituation of healthy lifestyles that lead to stimulating balanced growth and development (Fitness, 2006). With physical education, students will get various expressions that are closely related to pleasant personal impressions as well as various expressions that are creative, innovative, skilled, having physical fitness, healthy living habits, and have knowledge and understanding of human movement.

Cooperative learning is learning that consciously and intentionally develops fostering interactions to avoid an offense and a misunderstanding that can cause hostility, as an exercise in living in society. Cooperative learning is a set of teaching strategies where the key is sharing, communicating, and interacting, and the essential thing is grouping students into learning teams for specific assignments with the hope that all students contribute to the learning process and the outcome (Michael Metzler, 2017). Cooperative learning refers to a teaching method in which students work in small groups to help each other learn (Slavin, 2015).

In the physical education learning process, everything must be planned and arranged systematically so that the learning process runs smoothly as expected, and the researchers argue that exercise must be deliberately structured to teach life skills. The results are shown intentionally, and the structured programs score higher on program quality and positive youth development outcomes than programs that are accidentally structured, with intentional sports scores significantly higher on several measures of program quality and positive youth development than the leadership program. Bean & Forneris (2016) state that sports programs must be deliberately structured to promote positive development (Fraser-thomas et al., 2007).

Ideas in learning that have been prepared intentionally have identified youth development programs as

a deliberate strategy, to create the maximum possible achievement in achieving positive development outcomes (Joyce Walker, Mary S. Marczak1, Dale Blyth, n.d.). Fostering or building life skills is an essential component of intentionality that can help in increasing the development of students in sports (Danish & Nellen, 2012). Life skills learning or often referred to “life skills” are taught or intentionally delivered in sports by involving teachers or coaches who have mastered the material to create voluntary schemes or learning designs such as goal setting, communication, managing emotions, and how to develop relationships that are effective to get maximum results (Camiré, Forneris, Trudel, & Bernard, 2011).

In the physical education learning process, there is an interaction between individuals and other people, whether other people can accept it or reject it, how they want others to know about them will be determined by how individuals express themselves and their awareness. Self-disclosure is the process of presenting oneself, which is manifested in the activity of sharing feelings and information with others (Stamps, 2010). Self-disclosure is the process of communication that someone uses to reveal information about themselves to others. The information can be descriptive or evaluative and can include thoughts, feelings, aspirations, goals, failures, successes, fears, and dreams, as well as someone's likes, dislikes, and favorites (Snell & Miller, 1988).

Some research results reveal that self-disclosure always has a positive and significant impact; self-disclosure reveals information, thoughts, and feelings about personal topics (Frattaroli, 2006). When someone experiences a critical life event, the tendency to disclose information about that event has been considered for quite a long time (Jourard & U. Florida, 1972). In physical education, all students must be active so that they can get essential events that make students reveal information about themselves. A person can capture events from what he experienced, including from adverse events to actual events. Most people tend to share details of their emotions or their experiences with others within a few days or even hours (Luminet, 2007). It is believed that the disclosure of information can enable people to free their minds from unwanted thoughts, help them control feelings of annoyance, teach them to

regulate better negative emotions, all of which lead to health and well-being effects.

In the process of physical education learning, there is an interaction between individuals and others, before oneself interacting with others, individuals must have a sufficient level of self-awareness. Awareness is the ability to recognize emotions, recognize feelings when they occur. The ability to monitor feelings over time is essential for psychological insight and self-understanding. (Boyatzis, 2009)

Learning experiences in schools that are designed for the development of cognitive, affective, and psychomotor aspects are felt to be less "touching" themselves. It is related to learning attitudes and more specifically starting from complicated but straightforward things, which is having good awareness. Attitude learning is a learning experience relating to the field of attitude, which includes self-awareness training, multicultural understanding, and mastery of life skills. Learning attitude is loaded with an awareness of the values that apply to the self and the environment (Flurentine, 2014). Attitude learning which includes exercises of self-awareness, multicultural understanding, and mastery of life skills must be provided in the learning service program by "touching" students, building student engagement and awareness in participating in academic and non-academic activities, carried out continuously, integrated into all learning experiences, given a model, and giving feedback.

With the cooperative learning model with the addition of structuring intensification in learning outreach in schools, students will be able to express themselves as well as their self-awareness. It is because of physical education in addition to develop physical abilities social skills. Therefore, the purpose of this study was to investigate the effect of cooperative learning intentionally structuring on self-disclosure and self-awareness in physical education in schools.

METHODS

This research is an experimental research that aims to contribute to new discoveries in the development of literacy reading and educational effectiveness (Ronková & Wildová, 2016). The research methodology used in

this research has several characteristics, including manipulating independent variables, randomizing, or choosing. Experimental research is based on the assumption of influence that is formulated as a working hypothesis and is carried out in contour action as a result of studies of environmental characteristics and applications, in a systemic view, strategic segments (Ovidiu & Nicolae, 2015)

The methodology is used based on the characteristics and needs of each study. The method in this research is the Experiment Method (Jack R. Fraenkel, n.d.). Gratton (2010, p. 101) explains, "Experimental designs are generally used to identify whether an independent variable affects a chosen dependent variable." This explanation has the conclusion that the experimental method or design is used in general to determine the effect of the independent variable on the dependent variable.

Sample and Population

The population in this study is all students at SMK N 12 Bandung, the 10th grade class which consists of 120 students. The sampling technique that the researcher uses is purposive sample. The purposive sampling is conducted by taking the subject not based on level, random or region, but based on the existence of certain considerations that students in the class experience very low emotional control and tend to be individualistic in the learning process. The population is 120 people then the researchers took two classes that are considered very low emotional control and tend to be individualistic, so the sample obtained is 60 people who are then divided into 2 groups and consist of 30 experimental groups (group intentionally structure) and 30 control groups (non-intentionally structure).

Data Collection Technique

Measuring instrument in a research is usually called research instrument. As explained in Sugiyono (2014), specifically, all of these phenomena are called research variables. The instrument used in this study is the Questionnaire. The self-disclosure instrument, (Emotional Self-disclosure Scale) ESDS, was used to find out the large level of students' self-disclosure according to (Izard & Buechler, 1980). The instrument of self-awareness (self-awareness scale) is used to link the large levels of students' self-care according to Boyatzis

(1999). Although the validity and reliability of both instruments have been tested before, the researcher still tests the validity and reliability of the second instrument so that it will be suitable for the characteristics of the researcher.

Data Analysis

To analyze the data, the researcher uses SPSS and excel ranging from normality test by using kolmogorof-smirnov, homogeneity test using lavene test, and hypothesis analysis using paired sample T-test and independent sample T-test.

RESULT

Paired sample t-test is used to find out the differences in the study due to the difference test is paired samples or two groups. To obtain the results from both groups, namely the experimental group and the control group is available in the table below:

Table 1. Paired aample t-test for self-disclosure and self-awareness

Data Group	Experiment Group				Mean different	t	p	Correlation
	Pre-test		Post-test					
	X	sd	X	sd				
Self Disclosure	133,6	15,6	176,8	19,1	43,2	13,5	,004	,509
Self awareness	106,3	13,7	128,4	10,6	22,14	14,4	,000	,791

Table 2. T-test independent sample for self disclosure and self-awareness in the experimental and control groups

Ability	Experiment Group				Mean different	Standard error difference	Sig.(2-tailed)	t
	Experiment		Control					
	X	Std. error	X	Std. error				
Self Disclosure	41,6	3,31	17,7	2,15	23,9	3,951	,000	6,04
Self Awareness	22,1	1,53	14,1	1,45	8,03	2,116	,000	3,79

Table 1 shows that the significance value = 0.04, it shows that the significance value > 0.05. These results indicate that overall, there are differences in self-disclosure between cooperative learning models of intentionally structuring learning and cooperative learning non-intentionally structuring. In addition, table 1 shows that the significance value = 0.00. It shows that the significance value > 0.05. These results indicate that overall, there is a difference in Self-awareness between cooperative learning models of intentional structuring

and cooperative learning non-intentionally structuring.

Overall, the result of the t-test calculation above shows that the data has a p-value of $0.00 < 0.05$. It can be concluded that there are significant differences in the cooperative learning intentionally structuring learning model group and the control group on self-disclosure ability and self-awareness in physical education class.

DISCUSSION

The The research data finding shows that the experimental group is superior in developing self-disclosure and self-awareness than the control group. It has been proven by calculating the Paired Sample T-Test in each group where the experimental group is superior in developing self-disclosure and self-awareness than the control group.

The focus of the study is added to intentionally structuring or learning that is organized and planned so

that it emphasizes the desired focus. Sports programs must be deliberately structured to promote positive development (Fraser-Thomas et al., 2007). Ideas in learning that have been prepared intentionally have identified youth development programs as a deliberate strategy, to create the maximum possible achievement in achieving positive development outcomes (Joyce Walker, Mary S. Marczak1, Dale Blyth, n.d.).

Fostering or building life skills is an important component of intentionality that can help in increasing

the development of students in sports (Danish & Nellen, 2012). Life skills learning or often referred to life skills are taught or intentionally delivered in sports by involving teachers or coaches who have mastered the material to create intentional schemes or learning designs such as goal setting, communication, managing emotions, and how to develop relationships that are effective for getting maximum results (Camiré et al., 2011).

At the end of the research period, behavioral change begins to be seen clearly, especially compared to the first meeting. It was marked by the behavior of all students in the class, such as reminding each other, asking each other to be more active, more collaborating in groups and, most importantly, caring as class members groups and school students. Such behaviors show that, students can change for the better with the development of values, attitudes, and behavior.

It shows that in physical education learning to make the students more able to control themselves, especially about self-disclosure and self-awareness, so that the cooperative learning model which is emphasized through Structuring is more suitable for changing attitudes, social skills and changing thw negative behavior to the positive one.

CONCLUSION

The cooperative learning intentionally structuring model significantly influences the ability of self-disclosure and self-awareness. Furthermore, compared to the control group and the cooperative learning intentionally structuring model has a better increasing percentage. The effect of cooperative learning intentionally structuring model in improving the attitudes of students, social skills can be seen from the changes in the attitudes of students themselves marked by increased student awareness.

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