



Cooperative Learning Management and Student Achievement in Physical and Health Education

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Abstract: This study aims to analyze the implementation of cooperative learning in Physical Education, Sports, and Health (Penjaskes) at SDN Depok and SDN 1 Mekarsari, Darangdan District, Purwakarta Regency. The background of this study is the demands of educational policies that emphasize interactive, participatory, and competency-based learning, while Penjaskes learning in elementary schools remains instructional and limited to individual activities. The research method used is descriptive qualitative with a field study approach. Data were collected through observation, interviews with teachers and principals, and analysis of learning planning documents. The study focuses on planning, organizing, implementing, and supervising cooperative learning. The planning has been prepared based on the curriculum and process standards, but still does not fully detail the scenarios of student interaction in groups. Organization is carried out through the formation of cooperative learning groups and clear role divisions for each student, which supports interaction and shared responsibilities. The implementation of cooperative learning shows an increase in student activeness, ability to work together, and psychomotor skills. Supervision is carried out through the assessment of learning outcomes and the observation of behavior, although assessments of attitude and cooperation still require strengthening. The main obstacles in implementing cooperative learning include limited infrastructure and time allocation, which are overcome through collaboration between teachers and active support from the principal. The findings of this study confirm that cooperative learning in Physical Education and Health can improve student participation, social interaction, and motor skills, while emphasizing the importance of structured planning, systematic supervision, and institutional support to ensure effective learning. Research recommendations include developing more comprehensive assessment strategies and optimizing resource use to strengthen cooperative learning outcomes in elementary schools.

Keywords: cooperative learning; learning management; learning achievement; physical education.

Introduction

Education is the primary foundation for a nation's civilization. As affirmed philosophically and legally, education is not merely intended to impart knowledge but is directed toward the holistic development of human qualities. Ideally, education should shape students into individuals who grow as individuals, possess knowledge, possess social responsibility, and are able to contribute to national development. This process is consciously and systematically designed through various activities, material delivery, and interactions that emphasize active and participatory learning. The significance of education in a national context is greatly influenced by the quality of learning

that takes place in educational institutions. The government, through various regulations, emphasizes that learning must be designed and implemented in an active, interactive, and meaningful manner for students. This demonstrates that learning should not simply rely on conventional methods that emphasize passive acceptance by students, but rather must encourage active student involvement. These regulations demand a paradigm shift from teacher-centric learning to learning that emphasizes the active role of students as learning subjects, thereby optimally supporting the achievement of national education goals.

One of the subjects that plays a strategic role in shaping the quality of students is Physical Education, Sports, and Health (Penjaskes). Penjaskes not only aims to improve physical fitness, but also functions as a learning tool that supports the development of character, social skills, cooperation, and leadership. Samsudin explains that through physical activity, students can develop in a balanced manner, encompassing physical, mental, and social aspects. Thus, Penjaskes serves as a comprehensive educational vehicle and contributes directly to the formation of student character (Samsudin, 2008)vv. However, the practice of Penjaskes learning in elementary schools still faces various obstacles. The results of studies and field findings indicate that Penjaskes learning is often implemented with an instructional approach that emphasizes teacher commands, so that interaction between students and the development of social skills have not developed optimally. The applied learning model tends to position students as implementers of instructions, with limited space for collaboration, discussion, and learning through social experiences. This condition has the potential to hinder the achievement of Penjaskes goals, which should be able to improve student learning achievement holistically.

To address the demands of active and participatory learning, cooperative learning is seen as a relevant approach to be implemented in Physical Education and Health. Slavin (2005) defines cooperative learning as a learning strategy that emphasizes shared responsibility for achieving group goals. This approach is based on the principle that students' abilities can develop optimally when they learn through cooperation and social support. In the context of Physical Education and Health, cooperative learning is highly relevant because physical activities and group games naturally require interaction, collaboration, and coordination among students. Through this approach, students learn to move, communicate effectively, work in teams, make decisions together, and appreciate differences in ability. Thus, cooperative learning has the potential to comprehensively develop psychomotor, cognitive, and social aspects.

The successful implementation of cooperative learning depends heavily on sound learning management. George R. Terry stated that management is a process that includes planning, organizing, directing, and controlling to achieve goals effectively (Terry, 1953). This concept emphasizes that the success of an activity, including learning activities, is determined by how the method is systematically managed through management functions. Hamalik further explains that learning management is the activity of organizing and managing the learning process so that it takes place effectively. Thus, the implementation of cooperative learning in Physical Education requires continuous planning, organization, and evaluation, so that the potential of this approach can be maximized (Hamalik, 2011).

Empirical data obtained from initial observations in several schools, including Depok, Mekarsari, Darangdan, and Purwakarta, indicate that cooperative learning planning does not fully incorporate structured scenarios for student interaction. The organization of study groups remains administrative and does not optimize the roles and responsibilities of each group member. Furthermore, cooperative learning implementation has not been consistent, while evaluations emphasize physical outcomes and pay less attention to the collaborative process and students' social attitudes. This situation indicates a gap between theory and practice in physical education (PE), particularly regarding the implementation of the cooperative model.

Considering the strategic role of Physical Education and Health and the potential of cooperative learning, this research is crucial for examining how cooperative learning models can be effectively implemented through sound learning management. The focus of the research is directed at developing strategies that enable students to play an active role, work collaboratively in groups, and develop both social and psychomotor skills. This effort aligns with the national education goal of developing students who are not only academically intelligent but also possess character, physical health, and social responsibility. This background emphasizes that the success

of education, particularly Physical Education and Health, is greatly influenced by the quality of learning and its management. The systematic implementation of cooperative learning is expected to overcome existing obstacles, improve learning achievement holistically, and shape a healthy, character-based, and competent generation in facing global challenges. Thus, this research is not only academically relevant but also has practical implications for improving the quality of education and character development for students at the elementary school level.

Student learning achievement is an important indicator of educational success because it reflects the extent to which students acquire knowledge, develop physical skills, and demonstrate positive attitudes throughout the learning process. In Physical Education, Sports, and Health (Penjaskes), learning achievement encompasses three interconnected domains: cognitive, psychomotor, and affective. Students are expected not only to master physical skills but also to understand learning concepts, demonstrate discipline, cooperate with others, and develop responsible attitudes. Sudjana explains that ineffective learning management can result in these domains developing unevenly. Therefore, effective and systematic learning management is essential for achieving holistic student development (Sudjana, 2009). One of the factors contributing to low learning achievement in Physical Education is the continued use of teacher-centered instructional approaches. In one-way learning, teachers tend to dominate classroom activities, while students have limited opportunities to participate actively, communicate, cooperate, and take responsibility for their learning. Such conditions can restrict the development of students' physical abilities, conceptual understanding, and social attitudes. Physical Education should provide meaningful experiences through physical activity and social interaction. Consequently, learning approaches that encourage active participation and collaboration are increasingly important.

Cooperative learning represents one approach that is relevant to these needs. This model emphasizes learning through small-group collaboration, shared objectives, individual accountability, and mutual assistance. Rohmah (2018) found that the Student Teams Achievement Divisions (STAD) model significantly improved student learning outcomes compared with conventional learning methods. Through STAD, students are encouraged to cooperate, assist group members, and remain responsible for their individual learning achievements. Fitriani also emphasizes that cooperative learning can improve communication, teamwork, discipline, and social interaction. Therefore, cooperative learning has the potential to support students' cognitive, psychomotor, and affective development simultaneously. Nevertheless, cooperative learning does not automatically produce optimal outcomes. Its success depends largely on effective learning management. Teachers must carefully plan learning objectives, materials, activities, group composition, and assessment procedures. During implementation, teachers need to organize students' roles, facilitate interaction, monitor participation, and provide appropriate guidance. Evaluation is also necessary to determine whether individual and group learning objectives have been achieved. Without systematic management, cooperative activities may become unstructured, some students may dominate the group, while others may remain passive. Individual accountability can also become weak, ultimately reducing the effectiveness of cooperative learning.

Previous studies have highlighted the importance of learning management in supporting learning effectiveness. However, many studies have employed quantitative approaches that primarily measure relationships between variables or compare learning outcomes statistically. Such approaches may not adequately describe the dynamics of classroom interactions, teacher roles, student participation, and individual responsibilities within cooperative learning groups. Other studies have focused more heavily on the management of Physical Education facilities and infrastructure. Although infrastructure is important, it does not fully explain how teachers manage the pedagogical process. This situation creates a research gap concerning the qualitative study of cooperative learning management, particularly in elementary Physical Education. This study focuses on SDN 1 Depok and SDN 1 Mekarsari in Darangdan District, Purwakarta Regency. These schools were selected because they have relatively comparable environmental conditions and student characteristics. Initial observations indicate that Physical Education learning in both schools still tends to be teacher-centered, with limited opportunities for student interaction and collaboration. Although study groups are sometimes formed, their organization tends to be formal

and administrative rather than focused on meaningful cooperation and individual responsibility.

Therefore, an in-depth qualitative study is needed to examine how cooperative learning is planned, organized, implemented, and evaluated in Physical Education. The study will also explore student responses to group interactions and identify the contribution of cooperative learning management to learning achievement. The research is entitled **“Cooperative Learning Management in Improving Student Learning Achievement in Physical Education Subjects.”** The findings are expected to contribute theoretically to the development of cooperative learning management and practically provide recommendations for teachers and schools in improving Physical Education learning. Ultimately, effective cooperative learning management is expected to create a more participatory, collaborative, structured, and meaningful learning environment that supports the balanced development of students’ cognitive, psychomotor, and affective competencies.

Method

This study uses a qualitative approach to examine in-depth and contextually the practice of cooperative learning and learning management in Physical Education, Sports, and Health (Penjaskes). This approach was chosen because it allows researchers to gain a complete understanding of the learning process according to the reality in the field, so that the data obtained can reflect the actual conditions. Moleong stated that qualitative research aims to understand social phenomena comprehensively through descriptive explanations using narrative language, so that the focus of the research is not only on the results, but also on the processes that occur. In this study, a multi-site case design was used, considering that the research was conducted in two educational units with relatively similar problem characteristics. Yin explained that the multi-site design allows researchers to examine each location in depth, while simultaneously conducting cross-site comparisons to obtain a more comprehensive picture of the cooperative learning management patterns applied (Yin, 2018). The research locations were determined at SDN 1 Depok and SDN 1 Mekarsari, Darangdan District, Purwakarta Regency. Both schools were chosen because they are elementary schools with relatively comparable conditions, resources, and challenges in Penjaskes learning. In addition, the results of initial observations showed that there were real problems in the implementation of cooperative learning in both schools, while also showing the openness and readiness of the schools to cooperate, which supported the smooth running of the data collection process.

The research subjects consisted of physical education teachers and students, as both play a strategic role in learning practices. Teachers were chosen as the primary informants because they directly implement and manage learning in the classroom and in the field. Teachers are responsible for planning, organizing, implementing, and evaluating cooperative learning, thus providing information on comprehensive learning management practices. Students were involved as subjects who directly experienced the cooperative learning process. Student participation enabled researchers to obtain a factual picture of interaction patterns between students, group dynamics, and responses to learning management strategies implemented by teachers. Data collection techniques were carried out through various complementary sources and methods, including observation, interviews, documentation, and document studies. Observations focused on the implementation of cooperative learning, student interaction patterns, the teacher's role in managing activities, organization, supervision, obstacles encountered, and problem-solving strategies applied. Interviews were used to obtain information from teachers and students regarding their experiences during the learning process, their perceptions of the effectiveness of cooperative methods, and their views on overall learning management. Documentation includes learning tools, teaching modules, syllabi, student achievement data, and school policy documents relevant to the research focus.

The research instrument was developed based on a previously developed conceptual framework and encompassed all aspects of learning management, from planning and organization to implementation and evaluation. The researcher served as the primary instrument (human instrument), responsible for designing the research, collecting data, conducting analysis, and interpreting the results (Moleong et al., 2019). This role allowed for flexibility in adapting data

collection strategies to actual field conditions while maintaining the quality of the information obtained. To ensure data consistency and reliability, the researcher triangulated sources and techniques. Data were collected repeatedly through observation, interviews, and documentation to verify the accuracy of the information. Furthermore, interview guidelines and observation sheets were systematically developed according to the research focus, ensuring that each step of data collection had a clear and accountable direction. This process also allowed the researcher to adjust questions or data collection strategies based on field conditions without compromising the consistency of the analysis.

Using these methods and procedures, this research is expected to provide a comprehensive overview of cooperative learning practices and Physical Education (PE) learning management. This study not only emphasizes student achievement but also examines how student interactions, teacher roles, and learning management strategies influence overall learning effectiveness. The research findings are expected to serve as a reference for teachers and schools in designing and implementing more effective and sustainable cooperative learning.

Results and Discussion

Cooperative Learning Planning

Learning planning is a fundamental stage in learning management because it serves as the starting point that determines the direction, quality, and success of the overall learning process. From an educational management perspective, planning is understood as the process of establishing goals, strategies, and operational steps to be taken to achieve the desired goals. This planning function is not only administrative, but also strategic because it establishes guidelines for all learning activities, from the preparation of teaching materials to managing student interactions in the classroom and in the field. In the context of cooperative learning in Physical Education (PE), planning includes the preparation of administrative tools, designing pedagogical processes, and organizing student learning experiences in a conscious, systematic manner, and oriented towards the holistic development of students (Hamalik, 2011). The purpose of planning in cooperative learning is not only to convey material, but also to build students' collaborative abilities, social responsibility, and psychomotor skills in a balanced manner.

Field research at SDN 1 Depok and SDN 1 Mekarsari, Darangdan District, Purwakarta Regency, showed that physical education teachers at both schools had implemented lesson plans based on the applicable curriculum and the educational process standards set by the Minister of Education, Culture, Research, and Technology Regulation. This planning was realized through the formulation of clear learning objectives, the selection of teaching materials relevant to student characteristics, the determination of cooperative learning models, and the design of learning activities that emphasize group work and active participation. These findings demonstrate teachers' professional awareness of the importance of planning as the primary foundation for effective learning. Theoretically, Terry's view emphasizes that planning is the first and most essential management function because it plays a role in determining the objectives, policies, procedures, and work programs to be implemented. In the context of learning, planning serves as a roadmap that ensures that all learning activities are carried out systematically and measurably. Good planning will provide clear guidelines for teachers in implementing learning activities, so that interactions between students, group management, and assessment of learning outcomes can proceed according to objectives.

However, this study found that cooperative learning plans prepared by physical education teachers still have limitations. One major limitation is that the plans do not yet include detailed scenarios for social interactions between students, the division of roles within groups, cooperation mechanisms, and forms of individual accountability. This results in group interactions during the implementation phase tending to be spontaneous and not fully structured according to cooperative learning principles. These findings reinforce Hamalik's view, which emphasizes that planning is not simply the preparation of a formal document, but rather the process of designing meaningful learning experiences that are responsible for student development.

From a cooperative learning perspective, Slavin emphasized that the success of cooperative learning is highly dependent on planning. According to Slavin, cooperative learning will only be

effective if teachers clearly design group structures, shared goals, and individual accountability mechanisms from the planning stage. Without careful planning, group learning tends to degenerate into informal collaboration that lacks pedagogical meaning, resulting in students' cognitive, affective, and psychomotor development goals not being optimally achieved. When linked to social constructivism theory, the findings of this study are relevant to Vygotsky's concept of the zone of proximal development (ZPD). This theory states that students learn optimally through interactions with peers who are more capable or of equal ability. Therefore, cooperative learning planning should ideally be designed in such a way as to facilitate social interactions that support students' cognitive, affective, and social development. Planning should also integrate physical activities relevant to the Physical Education subject, so that students not only learn theoretically but also experience hands-on practice that strengthens physical and cooperative skills.

From an educational policy perspective, cooperative learning planning in both schools refers to the Minister of Education, Culture, Research, and Technology Regulation on Educational Process Standards, which emphasizes the need for comprehensive, systematic planning oriented toward the holistic development of students. The findings of this study align with Rohmah's (2018) findings, which indicate that cooperative planning contributes to improving the quality of Physical Education (PE) learning. However, this study positions planning as an integral part of learning management, thus providing additional theoretical contributions to the study of cooperative learning management. Viewed from the perspective of the educational value system, cooperative learning planning reflects both logical-rational and theological values according to Sanusi and Ahmad. Logical-rational values are evident in the systematic, goal-based planning process, aligned with process standards. Theological values are reflected in teachers' awareness that learning planning is a professional and moral mandate that must be implemented responsibly. By integrating these two values, planning becomes not only a technical instrument but also a means of professional reflection for teachers to build comprehensive educational quality. Thus, cooperative learning planning in PE is a key foundation in learning management. Good planning not only ensures that the learning process runs effectively, but also supports the development of students' social, cognitive, and psychomotor abilities holistically, in accordance with applicable pedagogical principles and educational policies (Nurdin, 2017).

Organizing Cooperative Learning

Organizing learning is a managerial stage that functions to organize and coordinate all learning elements so that the plans that have been made can be implemented effectively. From an educational management perspective, organizing is understood as the process of grouping activities, determining roles, and regulating working relationships between individuals. Thus, organizing is not merely administrative, but a strategic step to ensure that all learning components work harmoniously, directed, and according to goals. In the context of Physical Education (PE), organizing cooperative learning includes forming study groups, arranging member roles, arranging learning resources, managing time, and creating a conducive learning climate. The results of research at SDN 1 Depok and SDN 1 Mekarsari, Darangdan District, Purwakarta Regency, show that PE teachers have applied basic organizational principles by considering physical differences, skill levels, and social characteristics of students in forming groups. This practice demonstrates that teachers have a professional understanding of diversity in study groups, which is one of the main principles of cooperative learning.

Theoretically, these findings align with Terry's view, which emphasizes that good organization creates clarity in tasks, responsibilities, and working relationships between individuals. In a learning context, organization plays a role in ensuring that each student has a clear role and contribution, enabling the learning process to proceed effectively and in a structured manner. A clear structure also helps teachers monitor student interactions, direct group activities, and more accurately assess individual and group participation. However, this study found that the organization of cooperative learning in both schools was not yet fully optimal. The division of roles within groups was not consistently designed, resulting in a tendency for some students to dominate activities, while others tended to be passive. This indicates that the organization remains structural-administrative, focusing on group formation

and scheduling, but has not fully addressed the pedagogical dimension that is at the core of cooperative learning. These findings align with Slavin's (2005) view, which asserts that cooperative learning has a specific structure, including shared goals, individual responsibilities, and interaction between members. Without proper organization, cooperative learning has the potential to lose its pedagogical meaning and not achieve the goals of students' social, cognitive, and psychomotor development.

From a social constructivist perspective, the organization of learning groups plays a crucial role in facilitating social interaction as the basis for knowledge formation. Proper organization enables a scaffolding process, where more capable students help others achieve higher levels of understanding. In other words, organization not only physically structures groups but also supports collaborative learning, collaboration, and learning through social experiences, which are the main principles of cooperative learning. From an educational policy perspective, the organization of cooperative learning at SDN 1 Depok and SDN 1 Mekarsari aligns with regulations that emphasize the need for systematic, structured learning management that is oriented toward the holistic development of students. The formation of heterogeneous groups, role assignments, and activity scheduling are all part of the effort to create active, interactive, and meaningful learning. Rohmah and Fitriani concluded that cooperative learning will be more effective if learning groups are structured heterogeneously and each member has a clear role. In contrast to these studies, this study positions organization as an integral part of learning management, emphasizing the close relationship between planning, organizing, implementing, and evaluating within the cooperative learning management framework.

From the perspective of the educational value system, organizing cooperative learning reflects social and ethical values (Sanusi, 2015). Social values are evident in the formation of groups that encourage cooperation, togetherness, and mutual assistance among students. Ethical values, meanwhile, are reflected in teachers' efforts to establish a fair division of roles and responsibilities within the group, so that each student has the opportunity to participate and contribute equally. Thus, organizing is not only a managerial technique but also an educational practice that instills social and ethical values in the learning process. Furthermore, organizing also encompasses logistical and resource aspects. Physical education teachers need to organize sports equipment and facilities, schedule practice and game times, and create a safe and supportive environment. Good organizational practices ensure that physical activities can proceed smoothly without disrupting cooperative learning objectives, such as developing teamwork, effective communication, and individual responsibility. Organizing cooperative learning in Physical Education is a crucial managerial stage in learning management. Proper organization not only ensures administrative order but also supports the development of students' social, cognitive, and psychomotor skills. Although practices at SDN 1 Depok and SDN 1 Mekarsari have demonstrated teachers' understanding of basic organizational principles, challenges remain in designing consistent role allocations and optimizing participation for all students. Effective organization is the foundation for successful, meaningful cooperative learning, oriented toward holistic student development, and aligned with social and ethical values and applicable educational policies.

Implementation of Cooperative Learning

Learning implementation is a core stage in learning management because it is at this stage that all planning and organization that has been prepared is realized in real practice in the classroom and in the field. From a management perspective, implementation or actuating is defined as the effort to direct, motivate, and utilize available resources to achieve organizational goals. In the context of cooperative learning in Physical Education (PE), the implementation stage requires teachers' pedagogical skills in managing physical activity, social interaction, and student learning group dynamics in an integrated manner. This stage reflects the teacher's ability to integrate various components of learning management so that learning objectives are achieved effectively. The results of research at SDN 1 Depok and SDN 1 Mekarsari, Darangdan District, Purwakarta Regency, indicate that the implementation of cooperative learning is relatively effective. PE teachers are able to create an active, interactive, and participatory learning atmosphere. Implementation is carried out by combining physical activity, games, and structured group work,

so that students not only receive instructions passively but also play a direct role as learning subjects. This active participation is evident from the students' enthusiasm, courage to interact with their group mates, and increased cooperation and individual responsibility during the learning process.

Theoretically, these findings align with Terry's view, which states that successful implementation is largely determined by the leader's ability to motivate individuals to be willing and able to work toward achieving organizational goals. In an educational context, teachers act as learning leaders who must be able to direct, motivate, and facilitate students for effective cooperative learning. Teachers' active participation in managing learning groups is key to successfully implementing cooperative learning structures, including role allocation, social interaction, and individual accountability. Furthermore, the implementation of cooperative learning is also relevant to Slavin's cooperative learning principles. According to Slavin, group learning will be more effective if students engage in authentic social interactions, support each other, and are accountable for achieving shared goals. Without structured implementation, cooperative learning has the potential to lose its pedagogical significance and fail to build collaboration, social skills, and individual responsibility.

From a social constructivist perspective, these findings align with Vygotsky's emphasis on social interaction and peer learning. In cooperative learning, student-to-student interaction allows for a scaffolding process, where more capable students help their peers achieve higher levels of understanding and skills (Vygotsky, 1978). This process not only improves psychomotor skills but also supports the development of students' cognitive and affective aspects, in line with the holistic goals of Physical Education (PE) learning. From an educational policy perspective, the implementation of cooperative learning in both schools aligns with regulatory mandates and educational process standards, which emphasize the need for active, interactive, inspiring, and enjoyable learning. This practice also supports the implementation of a learning approach that actively engages students, demonstrating teachers' efforts to translate regulatory demands into everyday practice. Rohmah's research found that cooperative learning in PE increased student participation and the quality of student interactions. Similar findings were presented by Fitriani, who demonstrated that cooperative learning is effective in encouraging student engagement and achieving better learning outcomes. The consistency of these findings confirms the empirical effectiveness of the cooperative learning approach in the context of Physical Education.

From the perspective of the educational value system, the implementation of cooperative learning reflects social and pragmatic values according to Sanusi and Ahmad. Social values are evident in the development of interaction, cooperation, solidarity, and a sense of responsibility among students in study groups. Meanwhile, pragmatic values are reflected in the effectiveness of cooperative learning as an approach capable of increasing student activeness and supporting the achievement of learning objectives in a concrete manner. This indicates that the implementation of cooperative learning not only facilitates material mastery but also instills social skills, ethics, and work discipline relevant to students' real lives. Although the implementation of cooperative learning in the field has been running according to the theoretical and regulatory framework, this study indicates the need for further strengthening. Teachers still need to improve their skills in managing group dynamics, balancing student participation, and ensuring each group member has clear roles and responsibilities. With more optimal management, cooperative learning in Physical Education and Health can be more effective, sustainable, and provide maximum positive impact on students' psychomotor, cognitive, and affective development.

Evaluasi Pembelajaran Kooperatif

The managerial stages in learning serve to ensure that all planned processes run according to objectives. From a management perspective, evaluation or supervision (control) is understood as a systematic process for monitoring the implementation of activities, assessing the level of achievement of objectives, and providing feedback as a basis for continuous improvement. Evaluation is an integral part of learning management because it allows teachers to determine the extent to which the planning, organization, and implementation of cooperative learning have run

as expected, while also identifying the need for improvement or adjustments. In the context of cooperative learning in Physical Education (PE), evaluation has a dual role. First, it assesses student learning outcomes, particularly in psychomotor aspects such as motor skills, coordination, and physical abilities. Second, it assesses the learning process itself, including the quality of interaction, group cooperation, individual responsibility, and student social attitudes. Research results at SDN 1 Depok and SDN 1 Mekarsari, Darangdan District, Purwakarta Regency, indicate that evaluation of PE learning has focused more on assessing outcomes, particularly physical skills and student movement performance. Teachers conduct assessments through direct observation of student activities during play, practice, or group games.

However, evaluation of the cooperative learning process has not been conducted in a systematic and planned manner. Important aspects such as the contribution of each group member, the level of collaboration, and the development of students' social attitudes have not been formally recorded. This condition indicates a gap between the principles of cooperative learning, which emphasize cooperation and shared responsibility, and evaluation practices that focus more on the psychomotor domain. Theoretically, this finding aligns with Terry's view that the function of evaluation aims to ensure alignment between planning and implementation. Evaluation that only emphasizes the final result, without considering the process, has the potential to obscure important information needed for learning improvement. From an educational evaluation perspective, Stufflebeam and Shinkfield, through the CIPP (Context, Input, Process, Product) model, emphasize that learning must be assessed holistically, encompassing context, input, process, and outcome. Therefore, in cooperative learning, process evaluation is a crucial aspect because the quality of interaction and cooperation between students is integral to achieving learning objectives. This research finding also aligns with Sudjana (2009), who emphasized that student achievement must be assessed in a balanced manner across the psychomotor, cognitive, and affective domains. When evaluation focuses solely on motor skills, holistic learning objectives are less than optimal. Evaluation of the cooperative learning process should be able to capture the development of students' social attitudes, sportsmanship, and responsibility as part of the affective domain (Stufflebeam & Shinkfield, 2007).

From an educational policy perspective, this evaluation practice is directly related to the Minister of Education, Culture, Research, and Technology Regulation on Educational Assessment, which emphasizes that assessment must be authentic, comprehensive, and continuous, and encompass both the learning process and outcomes. Evaluation integrated with cooperative learning management enables teachers to provide relevant feedback and improve the quality of the learning process, thereby supporting the achievement of overall educational goals. Susanto's research confirms that effective learning management is characterized by the implementation of comprehensive and continuous evaluation. Similarly, Rohmah's (2018) research shows that evaluation in cooperative learning contributes significantly to improving student achievement and the quality of group collaboration. However, some previous research has not specifically positioned evaluation as part of the learning management function. Therefore, this study contributes by highlighting evaluation as a strategic and integral aspect of cooperative learning management.

From the perspective of the educational value system, cooperative learning evaluation reflects ethical and logical-rational values according to Sanusi and Ahmad. Ethical values are evident in the implementation of fair, objective, and transparent assessments for all students. Meanwhile, logical-rational values are reflected in the use of systematic, measurable, and academically accountable criteria, indicators, and assessment instruments. By applying these principles, evaluation becomes not only a means of measurement, but also a learning tool that strengthens the accountability and integrity of the educational process. The implementation of evaluation in cooperative learning in Physical Education (PE) subjects has been ongoing, but still requires strengthening. Evaluation needs to be developed to be more comprehensive, systematic, sustainable, and valuable, not only assessing the final results, but also the learning process, social interactions, and individual student responsibility. Thus, evaluation becomes a strategic part of cooperative learning management, which supports the comprehensive and sustainable improvement of the quality of PE learning.

Barriers to Cooperative Learning

The managerial stages in learning serve to ensure that all planned activities proceed according to objectives. From an educational management perspective, obstacles are understood as factors that hinder the achievement of objectives and need to be systematically identified and analyzed as a basis for continuous improvement (Terry, 1953). In the context of cooperative learning, obstacles arise due to the complexity of physical activity, social interaction, and group dynamics that must be managed simultaneously. Research at SDN 1 Depok and SDN 1 Mekarsari, Darangdan District, Purwakarta Regency, found several major obstacles in the implementation of cooperative learning for physical education and health. These obstacles include limited sports facilities and infrastructure, limited learning time, variations in student abilities and characteristics, and limited teacher understanding in managing cooperative learning systematically. These obstacles have a direct impact on optimizing the implementation of learning management functions, particularly in the aspects of organizing and evaluating learning.

Theoretically, these findings align with Terry's view that operational barriers can impact goal achievement if not managed adaptively. From a cooperative learning perspective, Slavin (2005) emphasized that the success of cooperative learning relies heavily on careful group management to ensure the principles of positive interdependence and individual accountability are realized. When teachers are unable to fully manage differences in student abilities and limited facilities, cooperative learning has the potential to be less than optimal and lose its pedagogical significance. The constraint of limited facilities and infrastructure also aligns with Hidayat's (2023) findings, which state that limited sports facilities are a factor inhibiting the effectiveness of physical education (PE) learning in elementary schools. Furthermore, the limited learning time found in this study aligns with Susanto's view, which emphasizes that disproportionate time allocation can hinder meaningful and participatory learning. This suggests that barriers are not only physical but also related to time management and immature learning planning.

From an educational policy perspective, obstacles encountered in implementing cooperative learning require compliance with comprehensive curriculum standards and assessments. However, limited resources, time, and teacher competency are inhibiting factors in optimally implementing these regulations. This situation has the potential to reduce the quality of learning and the achievement of holistic goals in students' psychomotor, cognitive, and affective domains. Research by Rohmah (2018) emphasized that limited resources and group management are the main challenges in implementing cooperative learning in Physical Education (PE). Meanwhile, Fitriani found that differences in student abilities and characteristics require more adaptive group management strategies for effective cooperative learning. These similar findings indicate that obstacles to cooperative learning are multidimensional, encompassing physical aspects, time, teacher abilities, and student characteristics, and require systematic management.

Viewed from the perspective of the educational value system, obstacles to cooperative learning primarily reflect the logical-rational and pragmatic values according to Sanusi and Ahmad. Logical-rational values are evident in the need to analyze obstacles objectively and based on data, while pragmatic values are reflected in the reality of adapting learning to the limitations of school conditions. Thus, a rational and realistic understanding of obstacles is an important foundation for formulating solution strategies, improvements, and the sustainable development of cooperative learning. Obstacles to cooperative learning in Physical Education (PE) are an unavoidable reality. However, these obstacles need to be understood comprehensively as part of the dynamics of learning management. With appropriate identification, analysis, and handling strategies, obstacles can be transformed into opportunities for improvement, so that cooperative learning can take place more optimally and sustainably, supporting student learning achievement holistically.

Cooperative Learning Solutions

Learning management solutions serve as a follow-up to the evaluation and analysis of obstacles to improve the effectiveness and efficiency of achieving learning objectives. In the context of cooperative learning in Physical Education (PE), solutions are designed not only to overcome

technical limitations but also to strengthen the quality of the learning process pedagogically and managerially. This includes managing student social interactions, group dynamics, and optimizing the role of teachers as facilitators and learning managers. The results of the study indicate that the implementation of cooperative learning solutions at SDN 1 Depok and SDN 1 Mekarsari, Darangdan District, Purwakarta Regency, was carried out through several main strategies. These strategies include: first, optimizing the use of available facilities and infrastructure; second, flexible management of learning time; third, improving teacher competency in cooperative learning; fourth, strengthening collaboration between educators; and fifth, managerial support from the principal. These strategies demonstrate the school's systematic efforts to respond to obstacles that arise during the learning process.

Theoretically, these findings align with Terry's view that management requires leaders and organizational implementers to manage resources adaptively according to existing conditions. From a learning perspective, Hamalik emphasizes that teachers, as learning managers, need to design flexible, creative, and contextual strategies to ensure learning objectives are achieved despite various limitations. Therefore, solutions in cooperative learning are not merely reactive but also proactive and oriented towards continuous improvement. Optimization of facilities and infrastructure is carried out through rotating equipment use, modifying games, and utilizing simple tools available in the school environment. This strategy aligns with Hidayat's view, which emphasizes that limited physical education (PE) learning facilities can be overcome with teacher creativity and support from school management. With this approach, cooperative learning can still take place effectively without relying on complete facilities (Hamalik, 2011; Safwannur et al., 2023; Terry & Rue, 2010).

Flexible learning time management is also an important strategy. Teachers focus time on core activities that encourage student engagement and group collaboration, while simplifying learning stages without compromising the cooperative essence. This approach is consistent with Susanto's findings, which emphasize that appropriate time management significantly impacts the success of interactive and participatory learning. Improving teacher competency is another strategic solution to strengthen cooperative learning management. This effort is carried out through discussions among teachers, sharing good practices, and participating in professional development activities. Rohmah and Fitriani demonstrated that teacher competency and managerial support significantly influence the successful implementation of cooperative learning in Physical Education (Physical Education) subjects (Fitriani et al., 2022; Rohmah, 2018; Susanto, 2020). Thus, strengthening teacher capacity is a crucial prerequisite for the effective implementation of cooperative learning.

From an educational policy perspective, the implemented solutions support the implementation of educational standards that emphasize student-centered, interactive, and participatory learning. Schools strive to ensure that improvement strategies are not merely formal but integrated with systematic and sustainable managerial practices. From the perspective of the educational value system, cooperative learning solutions reflect pragmatic and social values, according to Sanusi and Ahmad. Pragmatic values are evident in the selection of solutions that are realistic, contextual, and appropriate to the school's conditions, while social values are reflected in strengthening collaboration between teachers, students, and the school as a collective effort to improve the quality of learning. Cooperative learning solutions for Physical Education (PE) have been designed and implemented adaptively to address existing obstacles. These solutions, which are based on theoretical analysis, educational regulations, previous research findings, and educational values, have the potential to strengthen sustainable cooperative learning management and support the holistic achievement of national education goals.

Learning planning is the primary foundation in learning management because it is the starting point that determines the direction, quality, and effectiveness of the entire learning process. From an educational management perspective, planning serves as a strategic guideline that directs the objectives, procedures, and operational steps to be taken. In cooperative learning for Physical Education (PE), planning goes beyond preparing materials; it also involves designing holistic learning experiences, developing collaborative skills, social responsibility, and students' psychomotor abilities. Field research at SDN 1 Depok and SDN 1 Mekarsari showed that teachers had planned in accordance with the curriculum and process standards, by

developing objectives, materials, cooperative learning models, and group activities that support active participation. However, this planning still faces limitations. Social interaction scenarios, role allocations, and individual accountability mechanisms have not been optimally detailed, resulting in spontaneous group interactions that do not fully align with cooperative learning principles. These findings emphasize that planning must go beyond formal documents and become the design of meaningful learning experiences, facilitate students' zones of proximal development, and integrate physical activities relevant to PE. From the perspective of educational values, planning reflects a combination of logical-rational and ethical values, where teachers act professionally and responsibly, making planning a means of reflection and strengthening the quality of education.

Organizing cooperative learning is the next strategic step, ensuring that all planning components can be implemented harmoniously. The results of the study indicate that teachers have formed heterogeneous groups, assigned members' roles, and arranged learning resources taking into account students' physical differences, skills, and character. This practice supports the principles of cooperative learning, which emphasize individual responsibility and positive interdependence among members. However, the division of roles is not yet consistent, with some students dominating while others are passive. This indicates that organizing still needs to be directed at the pedagogical dimension, not just the administrative one, to make scaffolding between students more effective. In terms of values, organizing reflects social and ethical values, building cooperation, togetherness, and fair responsibility within the group. The implementation stage requires teachers to be able to integrate physical activity, social interaction, and group dynamics. The study shows that implementation in both schools was relatively effective, creating an active, interactive, and participatory learning atmosphere. Students act as learning subjects, engaging in structured physical activities and group work, in line with the principles of cooperative learning and social constructivism theory. However, teachers still need to optimize the management of group dynamics, balance participation, and ensure individual accountability so that pedagogical goals are achieved optimally (Slavin, 2005; Vygotsky, 1978).

Cooperative learning evaluation serves as a strategic control in learning management. Findings indicate that evaluation focuses more on psychomotor outcomes, while the processes of interaction, collaboration, and individual responsibility have not been systematically assessed. Yet, process evaluation is essential for continuous improvement and the achievement of holistic goals. Comprehensive evaluation reflects ethical and logical-rational values, ensures fair, objective, and accountable assessments, while strengthening educational accountability. Obstacles identified include limited facilities and infrastructure, time, variations in student abilities and characteristics, and varying teacher competencies. These obstacles require adaptive management to ensure meaningful cooperative learning. Solutions implemented include optimizing facilities, flexible time management, improving teacher competency, collaboration between educators, and managerial support from the principal. This strategy is proactive, strengthens cooperative learning management, and aligns with pragmatic and social values (Sanusi, 2017). Management of cooperative learning in Physical Education and Health involves thorough planning, effective organization, participatory implementation, comprehensive evaluation, and addressing obstacles through adaptive solutions. This approach not only improves mastery of the material, but also develops students' social, cognitive, and psychomotor skills holistically, in accordance with applicable pedagogical principles and educational policies.

Conclusion

Learning is essentially more than just the delivery of material, but also a meeting place between educators, students, and the accompanying human values. In the context of Physical Education and Health, the learning process becomes more meaningful because it occurs through physical activity, social interaction, and direct experiences that shape students' character. This study confirms that cooperative learning, when managed through good learning management, can create a lively, participatory learning atmosphere and support the development of social attitudes.

Students learn to move, cooperate, respect each other, and take responsibility within group dynamics, so that the learning experience is not only cognitive, but also affective and psychomotor. Teachers play a central role as designers, managers, and directors of the learning process. When teachers are able to plan learning carefully, organize learning activities fairly, implement learning consistently, and conduct continuous supervision and reflection, cooperative learning can function optimally. From a management perspective, structured learning serves as a bridge between normative educational goals and real-world practice. This study also emphasizes the importance of placing educational values as the foundation of every learning process. Sportsmanship, honesty, togetherness, and responsibility emerge naturally when cooperative learning is managed properly. Thus, Physical Education contributes to achieving a balance between students' intellectual, social, and emotional aspects. Pragmatically, improving the quality of learning requires collective commitment, policy support, teacher professional development, and a conducive school environment. The research findings in these two educational units are contextual and not intended to be generalized, but can serve as a reflection for schools with similar characteristics. Further research is needed to enrich the study of cooperative learning management, particularly in Physical Education at the elementary education level. Cooperative learning that is planned, organized, and grounded in humanitarian values is expected to continuously improve the quality of Physical Education, create a safe, enjoyable, and meaningful learning space, and prepare students to become healthy, responsible individuals ready to contribute to society.

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