



Leisure and Co-operative Learning in a Volleyball Course: A Sport Pedagogy

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Abstract. The purpose of the study was to explore the relationship between students' leisure activities and cooperative learning in volleyball courses using a sports pedagogy perspective. A quantitative research approach with a survey method was used to collect data from 81 students of volleyball courses who were involved in volleyball training sessions outside class hours. The results showed that the frequency and activity aspects of some 39 students in a week still rarely spent their free time playing volleyball, but some others 19 respondents stated regularly once a week and 20 respondents stated more than once a week. Most students 33.3% played volleyball for 30 minutes, 18.5% played volleyball for more than an hour, 14.8% played for 1 hour and 45 minutes, and 18% played volleyball for 20 minutes. The motivational aspects and perceptions of cooperative learning showed that the role of student peer tutors was significant to the student learning experience, 47% stated that it provided great motivation, 37% stated that it was very great, and 18% stated that it was moderate. In the aspect of the application of sport pedagogy in cooperative learning, 33.3% stated that they received feedback from student peer tutors almost every training session, 27% stated every training session, 33.3% stated sometimes, and a few reports for rarely given feedback. This research provides a deeper understanding of how leisure activities and cooperative learning can reinforce each other in the context of learning the sport of volleyball in higher education.

Keywords: Leisure, Sport Pedagogy, Cooperative Learning, Volleyball Game.

1 Introduction

Leisure activities not only provide an opportunity to relax and refresh the mind but can also be a beneficial time for learning. In the context of sports, leisure activities can also contribute to the improvement of students' technical and social skills. In addition, cooperative learning has become a major focus in higher education. This approach emphasizes collaboration between students to achieve a common goal, which is in line with sports pedagogy principles that value teamwork and social interaction in sports contexts. This review provides a deeper understanding of how leisure activities and volleyball learning can be studied and understood through a sports education perspective.

Participation in sports, including volleyball, is positively associated with improved academic performance, emotional well-being, and social skills in adolescents [1]. These findings underline the importance of sports integration in university students' leisure

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time activities to support holistic development. Other research emphasizes that the use of a game-based learning approach in learning volleyball can improve technical, tactical, and social skills, as well as promote active participation and learning motivation [2]. The sports pedagogy perspective also emphasizes the importance of applying student-centered and experience-oriented learning principles, where students have an active role in their learning process, and can improve their understanding and skills in sports such as volleyball [3]. The integration of sports into leisure activities can help strengthen the link between in-school and out-of-school learning [4]. Sports learning in the context of leisure activities can provide opportunities for students to develop social, emotional, and cognitive skills, which are not always accommodated in the formal curriculum.

In the context of sports learning, students should be active subjects in their learning process, with the mentor or instructor acting as a supportive learning facilitator. Cooperative learning, where students work together as a team to achieve a common goal, can promote positive social interactions and strengthen their collaborative skills [5]. The sports pedagogy perspective also emphasizes the importance of applying active and experiential learning principles in sports learning, where students engage in a game of volleyball that has meaning and relevance to them, which can increase their motivation and interest in learning. From these more in-depth preliminary studies, it appears that leisure activities and volleyball learning can be a rich and meaningful source of learning. The integration of sport in leisure activities, the application of student-centered learning approaches, and the use of cooperative and game-based learning are important aspects of enhancing students' learning experience in volleyball courses.

However, although many studies have explored the effects of leisure activities and cooperative learning separately, there is still a lack of understanding of how these two concepts are interconnected in the context of collegiate volleyball courses. Therefore, this study aims to fill that gap by examining how university students' leisure activities can influence the learning of volleyball through a cooperative approach, using the sport pedagogy lens as an analytical framework.

2 Method

This study used a quantitative approach to collect data on students' leisure activities. A total of 81 students participating in the volleyball course were involved as respondents. Questionnaires were used to collect data on how often students engaged in volleyball activities during their free time. The research instrument used questionnaires to collect data on frequency and participation in volleyball activities during leisure time, students' motivation and perception towards cooperative learning, application of sport pedagogy principles, and cooperative learning. Descriptive percentage analysis was used to process the questionnaire data and identify patterns and relationships between the variables studied.

3 Results

The results showed that some students in a week still rarely spend their free time playing volleyball, but some others 19 respondents stated regularly once a week, and 20 respondents stated more than once a week. Of the 81 respondents, only 1 person stated that they never filled their free time with volleyball and 2 people stated that they filled their free time every day by playing volleyball.

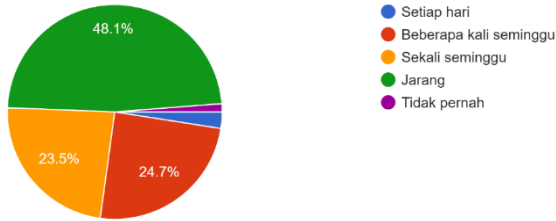


Fig. 1. Frequency of playing volleyball in leisure time

Most students 33.3% played volleyball for 30 minutes, 18.5% played volleyball for more than an hour, 14.8% played for 1 hour and 45 minutes, and 18% played volleyball for 20 minutes.

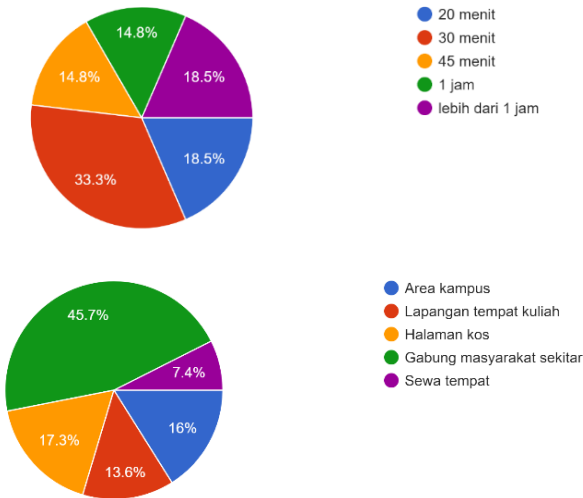


Fig. 2. Where to play volleyball in your free time

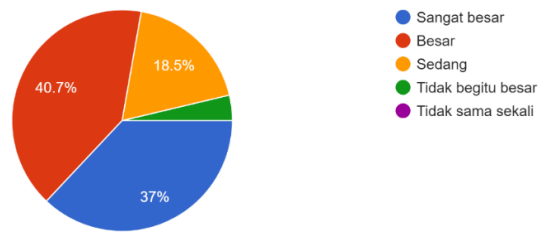


Fig. 4. The role of peer tutors in motivation to learn volleyball

Based on the responses from respondents, most students consider that student peer tutors play an important role in supporting and motivating them to learn volleyball, 47% stated that they provide great motivation, 37% stated very great, and 18% stated moderate. This reflects the important role of peer tutors in creating an inclusive and supportive learning environment for students. The research data also shows that 32.1% of friends are the alternatives chosen by students to be peer tutors, the next sequence chosen to be peer tutors is 21% of group leaders in volleyball classes, 18.5% of friends who are volleyball athletes, others are chosen because of regional friends 14.8% and boarding house friends 13.6%.

4 Discussion

The research showed that the ability of student peer tutors to provide constructive feedback and be good role models had a positive influence on student motivation and performance in volleyball training sessions. The feedback they receive as an important means to improve their technical and strategic skills in playing volleyball, 33.3% stated that almost every training session was given feedback, 27% stated that every training session was given feedback, 33.3% stated that sometimes feedback was given, and few reports for rarely given feedback.

Peer tutors act as mentors and guides in overcoming challenges and difficulties in learning [6]. With their experience in the game of volleyball and deep understanding of the learning process, they can provide students with emotional support, motivation, and problem-solving strategies. The importance of peer tutors in cooperative learning in volleyball is also reflected in the literature on collaborative and constructivist learning. Studies show that peer tutors not only act as role models or mentors but also as catalysts for active and student-centered learning. One of the main contributions is in facilitating reflective discussions and knowledge exchange between team members. In an open and supportive atmosphere, they encourage students to share their experiences, strategies, and understanding of the game of volleyball. This created opportunities for students to look at problems from different perspectives and broaden their understanding of volleyball concepts.

Peer tutors also play a role in providing constructive feedback to team members on their performance in practice sessions. By providing specific and targeted feedback, they help students identify their strengths and weaknesses in playing volleyball and provide

suggestions for improvement. This allows students to continuously develop and improve their skills through an interactive learning process.

Intrinsic motivation, i.e. motivation that comes from an internal desire to engage in the activity. Intrinsic motivation can be an important factor in determining the level of commitment and involvement of students in leisure activities such as playing volleyball [7]. Students who feel satisfaction and joy when playing volleyball tend to have higher motivation to continue participating and developing in the sport.

In addition to intrinsic motivation, individual experiences also play an important role in influencing the frequency and participation of leisure activities [8]. For example, university students who have had positive experiences playing volleyball before or who feel supported and motivated by their social environment tend to be more active in seeking opportunities to practice and play volleyball outside of class hours [9]. This highlights the importance of creating a supportive and inclusive environment around volleyball activities, where students feel supported, valued, and motivated to continue participating and developing.

Motivation is a key factor influencing the effectiveness of cooperative learning [10]. The role of peer tutors has a significant impact on strengthening students' motivation. In-depth studies on motivation show that peer tutors can be a source of intrinsic and extrinsic motivation for their team members. The presence of peer tutors can increase students' intrinsic motivation by creating an engaging and supportive learning environment. By approaching students in a friendly and supportive manner, peer tutors help to create a climate where students feel valued, heard, and appreciated. This can increase students' interest and desire to actively engage in learning and achieve their goals of playing volleyball.

In addition, peer tutors can also be a source of extrinsic motivation for students through praise, recognition, and support [11]. By providing positive feedback on students' achievements and efforts, they strengthen students' self-confidence and motivation to continue to develop and achieve higher performance in the game of volleyball. This creates a positive and motivating learning environment, where students feel supported to take risks and try new things in their learning. Student peer tutors can also help overcome motivational barriers such as fear of failure or mental fatigue. By providing emotional support and coping strategies they help students to stay focused and motivated in achieving their learning goals [12]. This strengthens students' mental resilience and intrinsic motivation to face challenges in learning.

The presence of peer tutors not only increases learning effectiveness but also strengthens students' social bonds and interpersonal skills. One of the main benefits of having a peer tutor is the presence of a real role model for the students. In a relaxed and supportive atmosphere, peer tutors help students understand volleyball concepts and improve their technical skills through real-life examples and hands-on guidance. The importance of the peer tutor role is also seen in improving social interaction and teamwork. By facilitating discussion, collaboration, and shared reflection, peer tutors help to strengthen team bonds, enhance communication, and improve team members' interpersonal skills. This not only improves the quality of learning but also prepares students to interact effectively in team environments in the future.

Application of Sport Pedagogy Principles in Co-operative Learning

The application of sport pedagogy principles in volleyball cooperative learning can be seen through a problem-oriented learning approach [13]. In free time training sessions,

students are challenged to solve problems in the context of a game of volleyball that mimics real situations. This stimulates their critical thinking and deepens their understanding of game strategies. The application of sports pedagogy principles in cooperative learning of volleyball has had a significant impact on students' learning experience [9]. These principles provide a strong framework to guide the organization and delivery of volleyball training sessions with an approach orientated towards developing students' technical and social skills.

First is the principle of active learning, where students are actively involved in their learning process through active participation in volleyball drills and games. This allows them to directly experience the concepts and strategies of the game, thus improving their understanding and mastery of volleyball skills. Active learning principles have helped students to be more actively involved in their learning process [16]. By actively participating in volleyball training and games, students can directly experience the game concepts and strategies taught, thus accelerating the process of understanding and mastering volleyball skills. One aspect to focus on is student motivation and engagement in learning. It was found that students who engage in active learning tend to have higher motivation and experience greater levels of satisfaction with their learning. They were also more likely to achieve higher levels of achievement in volleyball skills compared to those who engaged in more passive learning.

Second, the principle of student-centered learning is also the main focus in the application of sports pedagogy. Student peer tutors act as facilitators who assist students in finding solutions to problems encountered in the game of volleyball [15]. Thus, students are directed to develop their problem-solving and critical-thinking skills in the context of sports. In addition, the student-centered principle also allows students to be active subjects in their learning. By facilitating discussion, reflection, and problem-solving, peer tutors help university students develop their critical and analytical thinking skills in the context of sports. This not only improves their understanding of the game of volleyball but also fosters their independence and confidence as athletes. In addition, the application of student-centered principles has strengthened the relationship between students and their peer tutors. By providing space for students to express opinions, seek problem-solving, and contribute to decision-making, learning becomes more inclusive and responsive to individual needs. This creates a learning climate that supports students' personal and professional growth.

Third, the principles of cooperation and healthy competition are also emphasized in cooperative learning of volleyball. Students are invited to work together as a team to achieve a common goal in a game of volleyball, while still upholding sportsmanship and sports ethics. This not only improves their social skills, but also fosters positive values such as cooperation, communication, and a sense of responsibility [16]. The application of the principles of cooperation and healthy competition has also strengthened team relationships and increased student motivation in learning [17]. By working together as a team to achieve a common goal, students learn to support each other, share knowledge, and value each team member's contribution. This not only strengthens social bonds between students but also reinforces team spirit and motivation to achieve better results. The principles of cooperation and healthy competition have also helped in shaping students' positive character and values. Students learn to value cooperation, develop communication and leadership skills, and

appreciate diversity within the team. This not only prepares them for success in sports but also to face challenges in everyday life.

The application of sports pedagogy principles in cooperative learning of volleyball not only affects the technical aspects of the game but also impacts the development of student's social and psychological skills. The results show the importance of these principles in creating a holistic and sustainable learning experience for students. By strengthening the technical, social, and psychological aspects of learning, educational institutions can ensure that students not only become competent students but also skilled, critical-thinking, and responsible individuals.

5 Conclusion

This research shows that students' leisure time activities can be a useful time for volleyball learning, especially when integrated into courses with a cooperative approach. By utilizing the principles of sports pedagogy, volleyball learning can be a beneficial experience in the development of technical skills and holistic growth of students.

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