

Cooperative Learning Model in Developing Social Skills in Physical Education Learning: A Systematic Literature Review

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Introduction

Background

- PJOK is directed not only at motor competence but also affective-social competence (collaboration, empathy, conflict resolution).
- Teaching practice is still dominated by direct-instruction, technique-focused, individual-competition approaches → limited room for social interaction to develop.

Cooperative Learning (CL) & the gap

- CL = pedagogical model based on small heterogeneous group interaction (positive interdependence, individual accountability, promotive interaction).
- CL is claimed to develop motor skills AND social skills (cooperation, communication, empathy, tolerance) simultaneously.
- Systematic syntheses specifically on CL → social skills in PJOK (2020–2026) remain limited; prior reviews focused broadly on 4 learning domains without isolating the social dimension.

Introduction

Rationale

- Need for a PRISMA 2020-based SLR to synthesize evidence systematically, objectively, and reproducibly.

Research Questions

- RQ1: Characteristics of CL research in PE (2020–2026)?
- RQ2: How does CL implementation affect social skills development?
- RQ3: Implications and research opportunities for CL → social skills?

Methods

- **Design:** Systematic Literature Review, PRISMA 2020 guideline
- **Database:** Scopus | **Reference manager:** Zotero | **Screening:** Rayyan
- **Search string:** TITLE-ABS-KEY (("cooperative learning" OR "cooperative learning model" OR "team learning" OR jigsaw OR "student team achievement division" OR stad) AND ("physical education" OR "physical education and sport" OR pjok OR "physical education teaching") AND ("social skill*" OR "social competence" OR "social development" OR "social-emotional learning" OR "interpersonal skill*" OR cooperation OR empathy OR inclusion)) AND PUBYEAR > 2019 AND PUBYEAR < 2027 AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (LANGUAGE , "English")), PUBYEAR 2020–2026, article, English
- **PRISMA flow:** 182 identified → 181 after duplicate removal → 52 after title/abstract screening → 21 after full-text retrieval → 14 final articles included
- **Analysis:** narrative-thematic synthesis (not meta-analysis)

Results

Study characteristics

- **Publication years: concentrated 2022–2024 (9 of 14 articles)**
- **Country: Spain dominant (8/14); Indonesia (3); Netherlands & China (1 each)**
- **Design: mostly quasi-experimental & experimental designs**
- **Participants: mostly elementary school (5 studies) & junior high (3); no study at senior-high level**
- **Variables cluster into 4 themes: (1) affective-emotional, (2) equity-inclusion, (3) interpersonal-behavioral, (4) motivational-motor**

Results & Discussion

Key findings

- CL consistently improves social skills — directly and indirectly via emotion, emotional intelligence, inclusion, basic psychological needs
- Elementary-level studies show more consistent effects than higher-education/pre-service teacher studies (due to intervention duration, instrument type, teacher readiness)
- Effectiveness depends on: grouping strategy, teacher readiness, student characteristics — CL is not automatically effective
- Jigsaw & STAD equally effective but via different mechanisms

Implications

- Theoretical: supports Social Interdependence Theory & SEL framework — social skills develop via an indirect pathway
- Practical: need for teacher training on structured CL techniques
- Policy: integrate social-skill indicators explicitly into PJOK curriculum

Conclusion

- CL contributes consistently to social skills development in PE, both directly and through mediating variables
- Effectiveness is context-dependent — varies by educational level, intervention duration, instrument, teacher readiness
- CL = potentially effective but context-dependent pedagogical model
- Future research: measure social skills directly/multidimensionally, expand to senior-high & non-PE higher ed, broaden geographic scope, use RCT/longitudinal designs, test CL combined with mindfulness/circuit games

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