

THE APPLICATION OF SPORT TOURISM AS AN OUT-OF-CLASS LEARNING MEDIUM IN IMPROVING SPORTSMANSHIP AND COOPERATION OF ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aims to explore the effectiveness of the application of sport tourism as a learning medium outside the classroom in increasing sportsmanship and cooperation of elementary school students. Sport tourism as a learning approach combines physical activity and exploration of the natural environment with character education values, thereby encouraging the creation of active, collaborative, and meaningful learning experiences. This study uses a quantitative method with a pre-experimental design (one group pretest-posttest design), involving 30 grade IV students in one of the elementary schools in Samosir Regency. Data was collected through a sportsmanship attitude questionnaire and a group cooperation observation sheet. The results of the study showed a significant increase in student sportsmanship and cooperation scores after participating in sports tourism activities as an out-of-class learning medium. These findings indicate that sport tourism can be an effective medium in fostering positive character values of elementary school students, as well as strengthening social skills through direct experiences outside the formal school environment. This activity also supports the implementation of the Independent Curriculum and project-based learning that emphasizes strengthening the Pancasila Student Profile.

Keywords: Sport Tourism; Extracurricular Learning; Sportsmanship; Cooperation; Elementary School Students

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INTRODUCTION

Basic education is a very important early stage in the formation of students' character, social attitudes, and life skills. At the elementary school level, values such as sportsmanship and cooperation should not only be part of the subject matter, but should also be integrated into every learning process in a contextual and fun way. Physical Education, Sports, and Health (PJOK) is one of the subjects that has

great potential in instilling these character values through structured physical and social activities. However, the reality is that PJOK learning in elementary schools is still often focused on the technical aspects of movement and tends to be carried out regularly in the school environment without variations or different contexts. This makes students less emotionally and socially engaged, and less motivated to develop values such as sportsmanship and cooperation naturally.

One of the alternative learning innovations that can be applied is the use of sport tourism as a learning medium outside the classroom. Sport tourism is a sports-based tourism activity that can be designed in an educational and contextual way. In the context of education, this activity can be a medium to build an integrative, fun, and educational learning experience outside the classroom, because it involves physical, social, and emotional interaction of students in a single activity.

Out-of-class learning through sport tourism is in line with the experiential learning approach and the principle of Merdeka Belajar which emphasizes learning based on real experiences and relevant to students' lives. Through this activity, students can hone their sportsmanship in facing physical challenges and build cooperation in completing group tasks in an outdoor environment. In addition, these activities can reduce boredom, increase learning motivation, and strengthen social relationships between students.

Based on this background, this study was conducted to examine how the application of sports tourism as an out-of-class learning medium can increase sportsmanship and cooperation of elementary school students. This research is expected to contribute to the development of innovative learning models that support the formation of students' character holistically through real and fun activities.

METHOD

This study uses a quantitative approach with a pre-experimental type. The

design used is the One Group Pretest-Posttest Design, where one group of subjects is given a pretest, then given a treatment, and then given a posttest to measure the changes that occur after treatment.

This research was carried out in one of the public elementary schools in Samosir Regency, with the research subjects of 30 grade IV students who were selected purposively based on the criteria of age, physical readiness, and ability to participate in extracurricular activities.

Independent variables: The application of sport tourism as an out-of-class learning medium.

Dependent variables: Sportsmanship and cooperation of elementary school students.

Data is collected through two main techniques:

Sportsmanship questionnaire: To measure students' sportsmanship before and after treatment, in the form of a 4-point Likert scale (strongly disagree – strongly agree).

Cooperation observation sheet: Used by observers to assess student cooperative behavior in group activities during activities, based on indicators of communication, participation, and responsibility.

The steps of the research were carried out as follows:

Pretest: Initial measurement of student sportsmanship and cooperation through questionnaires and observations.

Treatment: Students participate in a two-day sport tourism activity, consisting of light cross-country activities, collaborative games, and group reflection designed to foster sportsmanship and cooperation.

Posttest: Re-measurement after treatment using the same instrument to see differences in results.

The data was analyzed using:

Normality and homogeneity tests to ensure the feasibility of parametric tests.

The Paired Sample t-Test is used to compare the pretest and posttest results of the

sportsmanship and cooperation variables.

Data analysis was carried out with the help of the latest version of SPSS software.

RESULT

This study aims to determine the effect of the application of sport tourism as an out-of-class learning medium on increasing sportsmanship and cooperation of elementary school students. After the pretest and posttest were carried out on 30 grade IV students, the following results were obtained:

Table 1. Sportsmanship Measurement Results

	Measurement Average	Standard Deviation
Pretest	67,80	6,45
Posttest	81,30	5,78

Table 2. Cooperation Measurement Results

	Measurement Average	Standard Deviation
Pretest	64,90	7,12
Posttest	79,10	6,20

Statistical Test Results

Using a paired sample t-test, the following results were obtained:

Sportsmanship: significance value (p) = 0.000 < 0.05

Cooperation: significance value (p) = 0.000 < 0.05

These results show that there is a significant difference between the pretest and posttest values both in the sportsmanship and cooperation variables after the implementation of sport tourism.

DISCUSSION

The results of the study showed that there was a significant increase in the aspects of sportsmanship and student cooperation after the implementation of sports tourism activities as an out-of-class learning medium. This proves that experiential learning activities outside the classroom can strengthen students' character values that are difficult to achieve with learning in the classroom alone. The increase in

students' sportsmanship is reflected in their change in attitude towards the rules, honesty in the game, and acceptance of victory or defeat. Sports tourism activities such as cross-country group games, collaboration-based competitions, and open-field challenges encourage students to actively interact and follow the rules in a fun way. The activity requires students to be fair, respect their peers, and control their emotions while competing, which is the essence of sportsmanship.

Meanwhile, the cooperation aspect increased because in all series of sports tourism activities, students were required to work in teams. Each challenge given requires them to coordinate, discuss, share roles, and solve problems together. This provides a real experience of the importance of communication and solidarity in achieving common goals. This kind of learning not only shapes social skills, but also encourages students to be more responsible towards their group.

In theory, these results support the experiential learning approach proposed by Kolb (1984), in which learning occurs optimally when students experience an event firsthand, reflect on it, and apply it in a real-life context. Sport tourism activities activate the learning process that involves cognitive, affective, and psychomotor aspects simultaneously, thereby creating a comprehensive and meaningful learning experience.

On the other hand, the implementation of sports tourism is also in line with the principles of the Independent Curriculum and the strengthening of the Pancasila Student Profile, especially in the dimensions of "mutual cooperation", "independence", and "faith and piety". Through out-of-class activities based on tourism and sports, students gain not only physical, but also spiritual and social benefits, especially in interaction with nature and others.

Thus, the application of sport tourism is not only an alternative to innovative learning media, but can also be used as part of a character education strategy that is contextual and relevant to the needs of current students. These findings provide an opportunity for teachers, PGSD students, and elementary schools to design learning

outside the classroom that is not only fun but also socially and educationally meaningful.

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