



## Transforming Learning Management with Class of Champions: Exploring its Effect on Student Cooperation

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### ABSTRACT

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Cooperation, Game  
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This study examines the impact of the Class of Champions game on student collaboration during Civics Education lessons. Collaboration is key to effective learning, and this research highlights its importance in achieving educational success. Using a quantitative descriptive method with 25 students, the study utilised a collaboration assessment sheet with eight indicators, which was tested for validity and reliability on 28 students. Results showed valid indicators with correlation coefficients ranging from 0.554 to 0.908 and a Cronbach's Alpha of 0.893, indicating high reliability. The analysis revealed that student collaboration was rated as "good" to "very good," with an average score of 27.88. The study concludes that the game effectively fostered student interaction and teamwork. Additionally, it emphasises the role of educational management in integrating game-based learning to enhance collaboration. Educational managers can utilise these tools to create an engaging classroom environment, improve social learning skills, and foster innovative teaching approaches. This research demonstrates the potential of game-based learning to enhance collaboration and engagement in the classroom.

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## INTRODUCTION

Collaboration is a crucial social behaviour that fosters interaction and social skills, particularly in educational settings. It involves two or more individuals working together effectively to achieve a common goal by sharing knowledge, experiences, and abilities (Wati et al., 2020). Collaborative learning enhances student enthusiasm, instils cooperative values, facilitates a deeper understanding of the material, and fosters the exchange of ideas. In today's educational landscape, there is a growing emphasis on collaboration to develop not only academic knowledge but also social and communication skills. As the world becomes increasingly interconnected, the ability to work collaboratively is

essential, especially for young learners who are shaping their futures in a globalised society. However, fostering such collaboration in the classroom remains a challenge, especially in environments where students exhibit limited cooperative behaviours. This research is crucial because it addresses the importance of enhancing teamwork in students to improve the overall learning experience, ultimately contributing to both individual and collective growth.

Collaboration, as a social construct, has been widely recognised in educational psychology as an essential element of the learning process. Social interdependence theory, introduced by Johnson & Johnson (1989), posits that cooperation among individuals leads to higher achievement, greater motivation, and the development of positive interpersonal relationships. This theory emphasises the mutual benefits that arise when students engage in cooperative learning. It aligns with Vygotsky's social constructivism, which emphasises that knowledge is constructed through social interaction and that collaboration plays a vital role in cognitive development. According to Vygotsky (1978), learning is a social process, and collaboration enhances the internalisation of knowledge. Therefore, the integration of collaborative methods, particularly in educational games, can be a powerful tool to facilitate this process by creating an environment where students actively engage with one another, thus promoting better learning outcomes.

At SDN Pucang 4 Sidoarjo, observations suggest that students in Class 2B frequently display poor teamwork during group tasks. Many students tend to work alone, daydream, or refrain from contributing ideas, hindering the group's ability to achieve its objectives. This lack of collaboration is a critical issue, as it affects both the academic performance of the students and their social development. Despite the teacher's best efforts to encourage participation, the problem persists, resulting in suboptimal outcomes in group activities. This phenomenon underscores the importance of strategies that promote teamwork and cooperative behaviour among students. Educational managers are increasingly tasked with designing effective strategies to overcome these challenges, utilising innovative teaching methods and tools that engage students in collaborative learning. The introduction of game-based learning, specifically games like Class of Champions, may provide a solution by creating a fun and interactive environment where collaboration becomes an essential aspect of the learning process.

Several studies have examined the significance of collaboration in education and the application of game-based learning to boost student engagement. For instance, previous research on cooperative learning models, such as the jigsaw model, demonstrated significant improvements in teamwork among students, with results showing that 89.3% of students rated their

cooperation as "Very Good" (Depila et al., 2023). Moreover, Ulfiah & Wahyuningsih (2023) highlighted the use of educational games, such as crossword puzzles, to enhance student motivation and foster more active participation in the learning process. These studies emphasise the effectiveness of interactive tools and cooperative learning strategies in improving student engagement and collaboration. However, there is a gap in research specifically focusing on the integration of educational games into collaborative learning, especially in the context of Civics Education at the elementary school level. This research aims to address this gap by examining how the Class of Champions approach can be utilised to enhance student collaboration.

In previous studies, the focus has primarily been on traditional cooperative learning models or the use of educational games in isolation. However, the combination of both elements—collaboration and game-based learning—has not been thoroughly explored in many contexts. Research gaps exist in understanding how digital games, such as Class of Champions, can facilitate collaboration in a classroom setting. While studies on the use of technology in education have been conducted, few have specifically examined how games can be utilised to enhance teamwork and collaboration, particularly in the context of subjects such as civics education. This study aims to fill this gap by exploring how game-based learning can foster collaboration among elementary school students.

The innovation in this research lies in its application of game-based learning to promote teamwork in Civics Education. Class of Champions combines engaging gameplay with educational content, allowing students to participate in a learning experience that fosters both competition and collaboration. Unlike traditional methods, this approach provides students with an immersive, interactive environment where they can practice cooperation while learning about Civics Education. The game's design promotes team-based tasks that require students to work together to achieve common goals, creating opportunities for them to develop essential social and cognitive skills. This research is significant as it introduces a novel approach to integrating games into the classroom, offering a more engaging and practical learning experience compared to traditional teaching methods.

The central research problem addressed in this study is how to improve collaboration among students in a primary school setting, specifically in Class 2B at SD Pucang 4 Sidoarjo. Despite the recognition of collaboration as a crucial skill in education, many students continue to struggle with collaborating effectively during group tasks. This study argues that integrating Class of Champions into the learning process can enhance collaboration by providing an engaging, game-based environment that encourages teamwork. The game's structure, which

incorporates both cooperative and competitive elements, offers a unique opportunity to foster social interaction and mutual support among students. By investigating the effects of this game on student collaboration, this research contributes to the growing body of knowledge on game-based learning and its impact on educational outcomes. Additionally, the study offers practical implications for educational managers looking for innovative ways to promote collaboration in their classrooms through the integration of game-based learning strategies.

## RESEARCH METHOD

This study employs a quantitative method with a descriptive design to analyze the level of student collaboration. A descriptive design was chosen to objectively describe the characteristics of the data without testing the relationships between variables (Sugiyono, 2019). The research population comprises all students in Class 2 at SDN Pucang 4, Sidoarjo. Data collection was carried out through direct observation using a collaboration assessment sheet developed by the researcher. The assessment instrument includes eight indicators of collaboration, with evaluations using a 1-4 point scale based on a validated rubric. The validity test results indicate that all eight indicators are valid, with correlation coefficients ( $r$ ) ranging from 0.554 to 0.908, all of which exceed 0.388. The reliability test yielded a Cronbach's Alpha value of 0.893, indicating that the instrument is highly reliable. The collected data were analyzed using descriptive statistics with the help of IBM SPSS 22. The analysis included calculations of the mean, minimum value, maximum value, and standard deviation for each indicator, as well as the total collaboration score. The average scores were then grouped according to the guidelines of Widodo et al. (2023): Very Good (3.25–4.00), High/Good (2.50–3.25), Low (1.75–2.50), and Very Low (1.00–1.75).

This research method employs a quantitative approach with a descriptive design, aiming to objectively assess student collaboration without exploring the relationships between variables. The study focuses on students from Class 2 at SDN Pucang 4 Sidoarjo. Data was collected through direct observations using a collaboration assessment sheet created by the researcher. The instrument evaluates eight indicators of collaboration on a 1-4 scale, following a validated rubric. The validity test confirmed that all indicators were valid, with correlation values ranging from 0.554 to 0.908, exceeding the minimum value of 0.388. The instrument's reliability was confirmed with a Cronbach's Alpha of 0.893, indicating high reliability. The data were then analyzed using descriptive statistics with IBM SPSS 22, which included calculating means, minimums, maximums, and standard deviations for each indicator and the total

collaboration score. The final scores were categorized into four levels: Very Good (3.25–4.00), High/Good (2.50–3.25), Low (1.75–2.50), and Very Low (1.00–1.75), based on the guidelines provided by Widodo et al. (2023).

## RESULT AND DISCUSSION

### Result

This study uses the mean, maximum, minimum, and standard deviation values to describe the statistical description of each indicator. These descriptive statistics were conducted using SPSS Statistics 22.

**Table 1. Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviasi
P1	25	2	4	3,32	,557
P2	25	2	4	3,28	,542
P3	25	2	4	3,40	,577
P4	25	2	4	3,52	,586
P5	25	2	4	3,60	,577
P6	25	4	4	4,00	,000
P7	25	2	4	3,52	,586
P8	25	2	4	3,24	,831
TOTAL	25	20	32	27,88	3,018
Valid N	25				

From the data analysis in Table 1, the descriptive scores for each indicator are as follows:

The assessment for indicator P1, "Helping fellow group members," had a minimum score of 2, indicating that students were willing to help group members, but used impolite language. The maximum score was 4, indicating that all students were able to sincerely help group members. The average score for indicator P1 was 3.32, indicating that students demonstrated good cooperation. The low standard deviation of 0.557 indicates that most students scored close to the average with little variation.

The assessment for indicator P2, "Solving problems in groups to reach agreement," had a minimum score of 2, indicating that students participated in problem-solving within the group with indifference. The maximum score was 4, indicating that all students participated earnestly in solving problems within the group. The average score for indicator P2 was 3.28, indicating that students also demonstrated good cooperation. The low standard deviation of 0.542 indicates consistency in the assessment of cooperation among students.

The P3 indicator, "Respecting the Contribution of Each Group Member," scored a minimum of 2, indicating that students listened indifferently to the

group member speaking. The maximum score was 4, indicating that all students listened well to the group member speaking. The average score for P3 was 3.40, indicating that students demonstrated good collaboration skills. The standard deviation of 0.577 indicated slightly greater variation compared to P1 and P2, but remained within the acceptable range.

The P4 indicator, "Taking Turns in Tasks," scored a minimum of 2, indicating that students were indifferent to taking turns. The maximum score was 4, indicating that all students took the initiative to take turns. The average score for P4 was 3.52, indicating a good level of collaboration. The standard deviation of 0.586 indicated that there was slight variation in the scores, but overall, students demonstrated positive collaboration.

The P5 indicator, "Stay in a Working Group During Activities," scored a minimum of 2, indicating that students were indifferent to taking turns. The minimum score for indicator P5 is 2, indicating that students occasionally wander off and leave their group members. The maximum score is 4, indicating that all students are able to sit orderly with their group. The average score for indicator P5 is 3.60, the highest among the other indicators. This indicates that students excel in the cooperation aspect measured by this indicator. The standard deviation of 0.577 indicates good consistency among students.

The assessment for indicator P6, "Enthusiastic about completing assignments," has a minimum score of 4, indicating that students are enthusiastic about completing assignments. The maximum score is 4, indicating that all students are enthusiastic about completing assignments. The average score for indicator P6 is 4.00, indicating that all students achieved the maximum score in the cooperation aspect measured. There is no variation within the standard deviation of 0.000, indicating that all students demonstrate a very good level of cooperation.

The assessment for indicator P7, "Students occasionally remind other members to complete their assignments," has a minimum score of 2, indicating that students occasionally remind group members to complete their assignments. The maximum score is 4, meaning all students were able to take the initiative to encourage/remind their peers to complete assignments. The average score for indicator P7 was 3.52, indicating that students demonstrated a good level of cooperation. The standard deviation of 0.586 indicates moderate variation among students.

Indicator P8 assessed students' ability to complete assignments on time. A minimum score of 2 indicates that students completed assignments slightly later than the allotted time. The maximum score of 4 indicates that all students completed assignments earlier than other group members.

The average score for indicator P8 was 3.24, the lowest among the other indicators. The standard deviation of 0.831 indicates greater variation, suggesting that some students may have difficulty with the aspect of cooperation measured by this indicator.

The total student cooperation score was 27.88, indicating that students demonstrated a good level of cooperation overall. The standard deviation of 3.018 indicates greater variation in the total score, which may reflect differences in cooperation abilities among students.

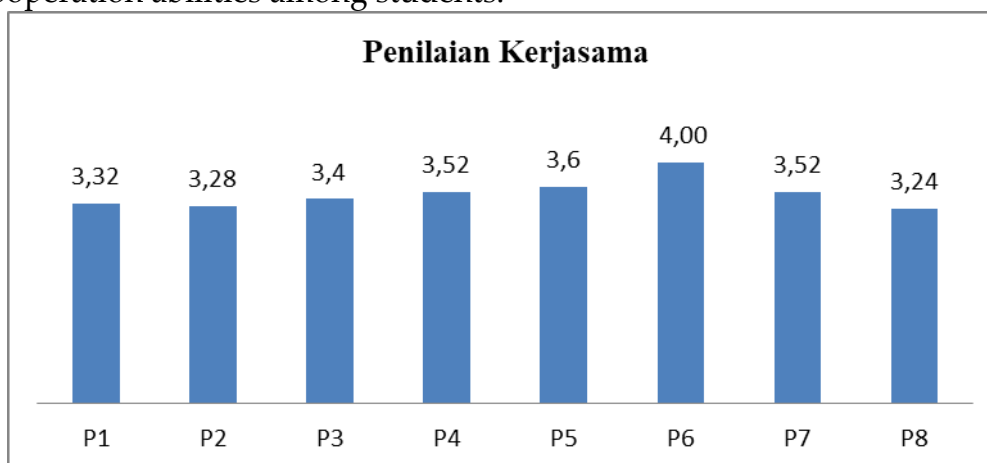


Figure 1. Collaboration Assessment Bar Chart

Overall, this bar chart shows that class 2B students exhibit a good level of cooperation. Indicator P6, "Continues to complete assigned tasks," has a consistently high maximum score of 4.00, while indicator P8, "Completes tasks on time," received a relatively lower score of 3.24. Based on the data obtained, this study successfully revealed a comprehensive picture of the level of student cooperation through the use of the Class of Champions game. The results indicate that student cooperation is in the good to excellent category, with some indicators standing out and others requiring further development.

## Discussion

The results of this study highlight the positive impact of the Class of Champions game on student collaboration. The data analysis shows that the majority of the collaboration indicators, such as helping group members, solving problems together, respecting each other's contributions, and staying in the working group, achieved scores within the "Good" to "Very Good" categories. Specifically, Indicator P6, which measures enthusiasm for completing assignments, had a perfect score of 4.00, indicating that the game effectively engaged students in cooperative tasks.

However, some areas, like time management and encouraging peer participation (indicators P8 and P7), received relatively lower scores, suggesting

room for improvement. Indicator P8, which measures timely task completion, had an average score of 3.24, indicating that students struggle with managing time effectively. Similarly, while students did remind their peers to stay on task, there was still a reliance on more dominant members to lead these efforts, as indicated by the score for P7. These findings are consistent with prior research by Zulfa et al. (2022), which also noted that time management remains a common challenge in group settings.

Overall, the Class of Champions game proved effective in promoting collaboration among students, fostering an interactive and engaging learning environment. This study demonstrates the value of integrating game-based learning into the curriculum to enhance student teamwork, though it also highlights the need for further development in certain areas, particularly in time management and peer leadership. The findings offer useful insights for educators aiming to create more collaborative and dynamic classrooms.

## CONCLUSION

Based on the results of a descriptive study conducted on second-grade students at Pucang 4 Elementary School, Sidoarjo, it can be concluded that student collaboration after implementing the Class of Champions game in Pancasila Education learning is in the good to outstanding category. Overall, the observation results indicate that students have excellent collaboration skills. Most collaboration indicators, such as helping fellow students, solving problems, appreciating contributions, taking turns, working in groups, being enthusiastic about tasks, and encouraging peer participation, show an average score in the "Very Good" category. Indicator P6, "Enthusiasm for tasks," achieved a perfect score of 4.00, indicating very high student enthusiasm and involvement in group activities. Indicator P8, "Completing tasks on time," had an average score of 3.24, which is in the low category. Although positive, these scores indicate that time management in group collaboration shows slightly different achievements compared to other indicators.

In terms of educational management, these findings suggest the importance of integrating game-based learning into the curriculum as a strategic tool to foster collaboration among students. Educational managers can utilise these insights to optimise the learning environment by incorporating more interactive and engaging methods, such as educational games, to enhance students' social and cognitive skills. However, attention should also be given to time management during collaborative tasks, as indicated by the lower score in completing tasks on time. This study successfully demonstrates that second-grade students at Pucang 4 Elementary School, Sidoarjo, exhibited high to

excellent collaboration after participating in the Class of Champions game, confirming the role of games in facilitating student interaction and collaboration, and highlighting the need for effective learning management strategies to further improve student outcomes.

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