



The Influence of the PjBL Learning Model with Google Sites Media on Student Learning Outcomes of Pencak Silat in Class X SMAN 1 Driyorejo

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Abstract

The purpose of this research was to determine whether or not there was an influence of the PjBL learning model with Google sites media and how much percentage influence it had on student learning outcomes in class X SMAN 1 Driyorejo. This type of research is a pre-experimental design with a quantitative approach using a one group pretest-posttest design. The population in this study were all class X students of SMAN 1 Driyorejo. The sample in this study used the cluster random sampling technique. After being generalized, 1 class was randomly selected and class X-6 was selected as the sample in this study. This research was carried out in 4 meetings with written test instruments and performance tests, with data analysis using the t-test obtaining a significance value of 0.00 or less than 0.05, it can be said that there is an influence of the PjBL model with google sites media, then to measure the size of the effect using the N-gain formula gets a percentage of 68.47% or is quite effective, so it can be concluded that the PjBL model with google sites media for class X student learning outcomes of SMAN 1 Driyorejo is quite effective.

Keywords: *PjBL model, Media, Pencak Silat*

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INTRODUCTION

Education is one of the important things for developing human resources in advancing a country (Inanna, 2018). Therefore, the Indonesian state requires all its citizens to study or improve the quality of providing education according to the Law of the Republic of Indonesia Number 20 of 2003 mandated by the law aims to try and carry out a national education system that increases faith and piety to God and performs noble deeds in an effort to educate the life of the Indonesian nation. The Education Curriculum in Indonesia contains subjects namely Physical Education, Sports and Health which must be taught in elementary and middle school environments (Agus & Bambang, 2021).

According to Muhajir (2017) Physical Education, Sports and Health subjects prioritize the educational process through physical activity to produce physical growth, psychological

development, motor skills, knowledge and reasoning and appreciation of values and a healthy lifestyle. Physical Education, Sports and Health is designed in the school curriculum so that students get a good physical education (Johnson & Turner, 2016). PJOK has various kinds of sports that can be a source of learning for students in gaining knowledge and skills. Physical Education, Sports and Health are subjects that teach the importance of fitness, healthy lifestyles and movement skills. PJOK is learning that shapes student character, because it does not only develop students' physics and theory, but is more comprehensive than that because it involves students' physical and spiritual health and also involves cognitive, affective and psychomotor aspects (Darmawati et al., 2017).

Physical, Sports and Health Education has various materials that contain various types of sports, one of which is martial arts as regulated in Permendikbud no. 21 years 2016 related to the scope of PJOK, in Permendikbud no. 21 years 2016 There are several types of martial arts to be taught to students, including: Pencak Silat, Karate, Taekwondo and other traditional martial arts. This research will focus on Pencak Silat martial arts because Pencak Silat is a self-defense origin from Indonesia. Pencak Silat has its own characteristics from other types of martial arts, namely it contains a lot of local wisdom values and cultural rituals that lead students to live a better life. Hereditary heritage from the ancestors of the Indonesian nation and become a culture that must be preserved and introduced to the world (Kriswanto, 2015) Therefore, learning Pencak Silat material should be carried out in every school, but in reality the implementation of Pencak Silat material in PJOK has not been optimally implemented (Fernanda & Muktiani, 2019). This was reinforced by questions and answers during the pre-research with one of the students at SMAN 1 Driyorejo that Pencak Silat material had not been taught yet.

When pre-research observations on February 23, 2023 that PJOK learning at SMAN 1 Driyorejo is still teacher-centered based on the pre-research observation sheet document which shows students' activeness in participating in learning is not optimal. This teacher-centered learning makes students less interested in learning so that it has an impact on less optimal learning outcomes (Juwariah, 2019). Thus, it is hoped that in the study "The Influence of the PjBL Learning Model with Google Sites Media on Student Pencak Silat Learning Outcomes in Class X SMAN 1 Driyorejo" students can construct their knowledge of martial arts material which contains a lot of local wisdom values from various sources so that students can evaluate movement skills that are

practiced at school which ultimately after the learning process is carried out can improve student learning outcomes according to the assessment criteria prepared by the teacher.

METHOD

This research is a type of pre-experimental design research with a quantitative approach, the pre-experimental design is a weak experimental research because there is no control group. Why this research can be said to be experimental because of the treatment given to the subjects or research objects, the randomization with samples taken randomly, and the measure of success by calculating the percentage increase after being given treatment (Maksum, 2018). In this study the research design used was the One Group Pretest-Posttest Design. The research design used one group as the research subject without a control group. Subjects were first given a pretest in the form of a knowledge assessment with a written exam and skills assessment with a performance test of Pencak Silat Movement Skills, then given a treatment or PjBL treatment model with google sites media, after that, a posttest was given in the form of a knowledge assessment with a written exam and skills assessment with performance Pencak Silat Movement Skill test.

The population in this study were all class X students of SMAN 1 Driyorejo, totaling 392 students from 11 classes. The sample for this study used the cluster random sampling technique, which is a sampling technique by randomly selecting groups or clusters (Maksum, 2018). Where the sample in this study was selected 1 class randomly by means of a simple lottery that is, from 11 raffle papers with the names of each class written on them representing each class, then randomly one raffle paper was taken which was taken by the PJOK class X teacher at SMAN 1 Driyorejo, the class name written on the raffle paper would be used as a research subject. The data analysis used is the t test to find out whether the hypothesis can be accepted or not with (Maksum, 2018), and the n-gain formula to find out the percentage increase (Hake, 1999). Measurement technique used form of a knowledge assessment with a written exam and skills assessment with a performance test of Pencak Silat Movement Skills instrument of students learning outcomes of Pencak Silat based on the results of the pretest and posttest to determine the effect on the treatment carried out. In its implementation, the knowledge assessment and skills assessment instrument for students learning outcomes of Pencak Silat which has been reviewed and validated by experts in the learning field of Pencak Silat.

RESULTS AND DISCUSSION

Results

Research data collected through this study used a form of a knowledge assessment with a written exam and skills assessment with a performance test of Pencak Silat Movement Skills instrument of students learning outcomes of Pencak Silat based on the results of the pretest and posttest to determine the effect on the treatment carried out. In its implementation, the knowledge assessment and skills assessment instrument for students learning outcomes of Pencak Silat which has been reviewed and validated by experts in the learning field of Pencak Silat. The results of data analysis and descriptive statistical calculations show that the data obtained from the research results are obtained as follows.

Table. 1. Descriptive Statistics

	N	Minimum	Maksimum	Std. Deviation	Mean
<i>Pre-test</i>	29	38	72	9.639	54.52
<i>Post-test</i>	29	73	96	5.563	85.66

From the table, column N is the number of research subjects with a total of 29 students class X 6 of SMAN 1 Driyorejo who took part in the entire implementation of this research, including pre-test, threatment, and post-test. The minimum score in the table is the lowest individual learning outcome score of all students in class X-6, the minimum score for individual student learning outcomes in Pencak Silat material during the pre-test is 38, while in the post-test it is 73. The maximum score in the table is the highest individual learning outcome score of all students in class X-6. The maximum score for individual student learning outcomes in Pencak Silat material during the pre-test is 72, while during the post-test it is 96.

The Standard Deviation in the table is the number of values or the amount of data distribution that differs from the mean. The Standard Deviation in the results of data analysis on learning outcomes in Pencak Silat material during the pre-test was 9,639, while during the post-test it was 5,563. The standard deviation during the pre-test and post-test is lower than the mean result so that the standard deviation can be said to be good, and the mean results are more accurate. The mean in the table is the average value of the overall learning outcomes Pencak Silat of students

in class X-6, the average student learning outcomes in class X-6 on Pencak Silat material during the pre-test was 54.52, while during the post-test it was 85.66.

Table. 2. Results Data Test of Normality

Tests of Normality			
<i>Shapiro Wilks</i>			
	<i>Statistic</i>	<i>df.</i>	<i>sig.</i>
<i>Pre-test</i>	.959	29	.317
<i>Post-test</i>	.957	29	.284

Based on the table of data analysis results above, it can be described the results of the normality test of Pencak Silat learning outcomes before and after treatment in the form of a PjBL model with google sites media in class X students of SMAN 1 Driyorejo. The *Sig.* in the table is the p-value of the normality test that has been carried out on the learning outcomes of class X-6 students during the pre-test and post-test with the model treatment PjBL with google sites media, the p-value test for normality of pre-test learning outcomes Pencak Silat was 0.317, while post-test learning outcomes Pencak Silat was 0.284.

So that the distribution of data on student learning outcomes in class X-6 during the pre-test and post-test with the PjBL model treatment with Google sites media after being tested can be said to be normal, because each pre-test and post-test learning outcome data has a p-value value less than 0.05 according to the provisions of the Shapiro Wilks formula if the data p-value > 0.05, then the data is normally distributed.

Table. 3. Results of T-Test Data

Paired Sample Test								
<i>Paired Differences</i>								
<i>95% Confidence Interval of the Difference</i>								
	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>Lower</i>	<i>Upper</i>	<i>T</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
<i>Pre-test - Post-test</i>	-31.138	8.810	1.363	-34.489	-27.787	-19.033	28	.000

In the *Sig. (2-tailed)* column is a p-value of 0.00, referring to the provisions of the T test, namely if the p-value is less than 0.05, then the hypothesis is acceptable (H^1), so it can be

concluded that the data after the T-test of similar samples has the influence of the PjBL model with google sites media in class X SMAN 1 Driyorejo or the research hypothesis can be accepted.

Table. 4. Results of N-Gain Test Data

<i>N-Gain Test</i>					
<i>Mean Pre-test</i>	<i>Mean Post-test</i>	<i>Mean Post-test (-) Mean Pre-test</i>	<i>100 (-) Mean Pre-test</i>	<i>N-Gain Score</i>	<i>N-Gain Percentage</i>
54.52	85.66	31.138	45.48	.6847	68.47%

Table. 5. N-Gain Interpretation Formula

<i>N-Gain Interpretation</i>	
<40%	Ineffective
40%-55%	Less effective
56%-75%	Effective enough
>75%	Effective

(Hake, 1999)

Based on the data analysis table, N-Gain results of Pencak Silat learning outcomes data before and after treatment in the form of a PjBL model with google sites media in class X SMAN 1 Driyorejo with an average difference between the pre-test and post-test values of 31,138 divided by the ideal average score (100) minus the average pre-test score (54.52) of 45.48, then you get an N-Gain score of 0.6847 or if used as a percent (%) becomes 68.47%, by looking at the N-Gain effectiveness description category table, it can be said that the influence of the PjBL model with google sites media on class X students of SMAN 1 Driyorejo can be categorized as quite effective.

Discussion

According to Surya et al. (2018) Project Based Learning (PjBL) is project learning that will later produce products with what students have learned while still being guided by teachers who can increase creativity and student learning outcomes. According to Wicaksono (2019) the PjBL learning model is centered on students in the process learning because in implementing the PjBL learning model students explore by seeking information from various sources and pouring it into

the resulting product. This supports the current curriculum which emphasizes participation students with the aim of improving the quality and quality of National education (Pertiwi et al., 2022). Ridwan et al. (2021) added that the teacher has a role in giving students an overview of the use of information and communication technology, especially in the PJOK learning process. Carolin et al. (2020) also states that students' interest in learning is still minimal because the learning carried out by teachers does not make use of existing media, especially those based on technology, therefore students are less able to learn more about pencak silat material other than what is taught by the teacher so that it has an effect on low learning outcomes student.

Among the technology products that can be utilized for PJOK learning with a new paradigm with the PjBL learning model are google sites. According to Japrizal & Irfan (2021) Google sites are products released by Google to create sites and can be used to support learning by optimizing features such as Google Docs, Sheets, Forms, Calendars and so on. According to Siahaan (2022) Learning Outcomes are a forum for teachers to assess changes in the cognitive, affective, and psychomotor abilities of students after the learning process is carried out. By looking at student learning outcomes, teachers can comprehensively measure changes experienced by students.

CONCLUSION

Based on the analysis of the results and discussion that has been described, And it was found that 29 students class X 6 of SMAN 1 Driyorejo who took part in the entire implementation of this research, including pre-test, threatment, and post-test, with an average pre-test learning outcomes Pencak Silat result of 54.52 and a post-test test learning outcomes Pencak Silat result of 85.66 with an average difference learning outcomes between pre-test and pos-ttest result was 31,138 after being given treatment, it can be said that there is an influence of the PjBL model with google sites media on the learning outcomes of Pencak Silat in class X students of SMAN 1 Driyorejo with an increasing percentage with N-Gain test was 68.47% or it can be said to be quite effective.

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