MARGA
Journal Of Innovation and Creatifity
Volume 1 No 1 August 2023

RESEARCH ARTICLE

Improving Learning Outcomes for Volleyball Serving Through PBL in Class X Students of SMK N 1 IDI

Hijria Syahputra*[1]

[1] *Universitas Samudra, Fakultas Ilmu Pendidikan, Aceh, Indonesia*
*Email: poetrascout82@gmail.com[1]

Abstract

The general objective of this research is to improve student outcomes through the implementation of Volleyball Learning using Problem-Based Learning (PBL). Additionally, this research is conducted to gain in-depth information about the implementation of Volleyball Learning using PBL. The research design is Action Research. The subjects in this study are 28 students from the Eighth grade at SMK N 1 IDI. This research was conducted over two meetings consisting of two cycles. Each cycle consists of three sessions. The first cycle shows that through actions, students can self-motivate. From this first cycle, the result is 4%, indicating that it is not yet complete. In the second cycle, as a reflection of the first cycle, it also shows that actions improve student learning outcomes. The result of the second cycle is 100%, indicating completion. Based on the results of this research, it can be concluded that: (1) Volleyball Learning using PBL improves student learning outcomes, (2) Volleyball Learning using PBL motivates students and makes them active in participating in the learning process.

Keywords
Improving Learning Outcomes,Vollyball, Problem-Based Learning

INTRODUCTION

School is a formal institution that is systemized as an effort to improve student achievement. The success or failure of educational activities at school is shown by changes in students' behavior, knowledge, attitudes and skills as students (UNJ, 2012). In carrying out learning, educators besides having to master the teaching material, of course also need to know how the material will be delivered and what the characteristics of the students who receive the learning material are (Arikunto, 2010). A teacher's failure in delivering teaching material is not because the teacher does not master the material to be taught but rather the teacher does not master how to convey the material to be taught (Meire, 2011). Physical education, sports and health are an integral part of overall education, where the aim of physical education itself is to develop aspects of physical fitness, movement, thinking, social and even emotional skills of a child in accordance with the objectives of national education article 3. (Ministry of Education and Culture, 2013)

The implementation of physical education, sports and health is considered to still require improvements to support the achievement of learning objectives (Suherman, 2000). There are several reasons why it is considered necessary to modify this subject, including: (1). the teacher's teaching style is still monotonous and teacher centered, (2) the teacher's lack of approach to students in the teaching and learning process, (3) the lack of learning evaluations for students at the end of the activity, (4) the lack of understanding of students and even teachers in terms of achieving learning targets, (5) limited teacher creativity in learning activities. Deficiencies in the learning process will have a negative effect on achieving the desired results (Sidik, 2010). These negative impacts can be in the form of: (1) students do not have the opportunity to develop basic skills (locomotor, non-locomotor and manipulative), (2) students do not

understand the movements and goals of learning, (3) students are not active and do not enjoy the learning process, (4) failure to achieve learning targets. (Aip Syarifuddin, 1992)

In volleyball material, most physical education teachers have not been able to assess what is actually the goal of achieving the learning itself. Most physical education teachers only look at the child's results without paying attention to the stages of volleyball. Physical education teachers often teach volleyball using conventional methods, namely by lining up children and asking them to make movements with full force (Sukintaka., 2014). In fact, this method is not completely wrong, but it would be good if a physical education teacher saw the child's movement process through the stages of volleyball, so that later it would help the child to find the correct technique. (Hakim, 2011)

Based on the description above, it is deemed necessary to improve, creativity and innovation in teaching physical education, sports and health, especially in volleyball material. Basically teaching must refer to activities safe, comfortable and enjoyable (Mulyasa., 2003). For this reason, in this study the researcher tried to apply the volleyball learning model to class.

METHODS

This research was carried out at SMK N 1 IDI, the research was carried out in the Even Semester 2023 with a sample size of 25 class X students taken using total sampling techniques. This research uses a Classroom Action Research (PTK) approach, with a kemmis and taggart design. (Endang Mulyatiningsih., 2011)

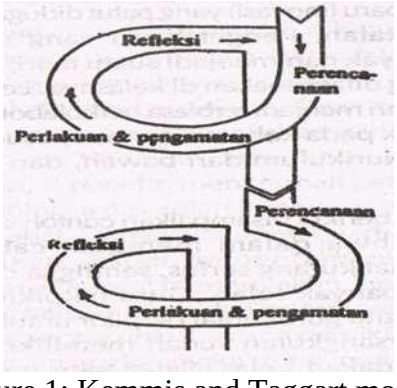

Figure 1: Kemmis and Taggart model.

Action research is a form of research design, where in the action research design the researcher can describe, procedures need to be explained according to the type of research (Madya, 2011). The type of data, how the data is collected, with which instruments the data is collected, and the technicalities of collecting it, need to be explained clearly in this section. How to interpret the data obtained, its relation to the problem and the purpose of interpreting and explaining a social situation at the same time as making changes or interventions with the aim of improvement or participation (Suganda, 2011). Carrying out research involves colleagues as collaborators and class teachers as implementers of the action (Sudjana, 2017). The final result of the action research activities was to increase volleyball learning in service material for class X high school students.

RESULTS

Cycle I

Based on the results of research and evaluations carried out by researchers, it can be concluded that through the volleyball learning model through PBL it is possible improve the starting process, core movements and final stance in volleyball learning so that student learning outcomes are better than before. The final process, action and reflection were used to determine the shortcomings in implementing the planning program which emerged in the analysis regarding lesson models, provision of materials, application of volleyball and PBL learning models.

The evaluation results obtained by students in the initial test are presented in the form of tables and bar charts as follows:

Table 1. Distribution of Service Learning Results

Cycle I

NO	NILAI/SKOR	F	%
1	50.0-59.0	5	20%
2	60.0-69.0	7	28%
3	70.0-79.0	12	48%
4	80.0-89.0	1	4%
5	90.0-99.0	0	0%
6	100	-	-
JUMLAH		25	100%

Information:
S x F = Score x Frequency
The average score of the class = S x F / f
= 1590 / 25 = 64
Number of successful students = 1
Completion percentage = 4%

Based on student learning results in cycle I, the class average score in volleyball learning was an average of 64, students who passed in cycle I had a passing percentage of 4% and students who did not pass 96%. For more details, you can see the diagram below

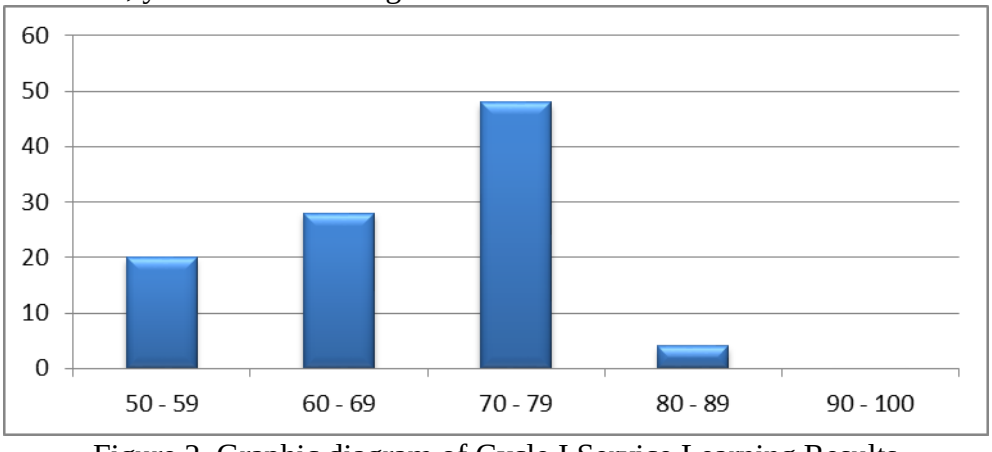

Figure 2. Graphic diagram of Cycle I Service Learning Results

So from the data obtained in cycle I, there were around 1 student who completed cycle I with a 4% pass percentage and 24 students who did not pass with a 96% percentage. Because this first cycle could not be said to be successful because the number of students who had completed had not reached 80% of the total, it was continued to the second cycle where action had been given with the results of around 25 students completing with a percentage of 100%.

Cycle II

Observation results were generated from field notes (CL). Observation results from field notes regarding the PBL learning model to improve Badminton learning outcomes.

Table 2. Distribution of Cycle II Service Learning Results

NO	NILAI/SKOR	F	%
1	50.0-59.0	0	0%
2	60.0-69.0	0	0%
3	70.0-79.0	0	0%
4	80.0-89.0	16	64%

5	90.0-99.0	9	36%
6	100		-
JUMLAH		25	100%

Information:
S x F = Score x Frequency
The average score of the class = S x F / f
= 2090 / 25
= 83
Number of successful students = 25 Percentage of success = 100%

Based on the table above, we can conclude that there were 25 people who completed with a 100% presentation. This can be seen from the histogram graph below:

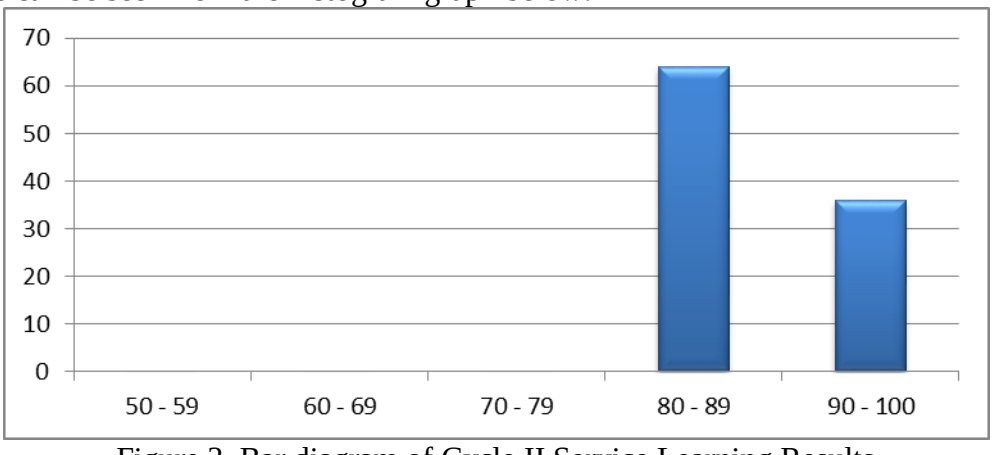

Figure 3. Bar diagram of Cycle II Service Learning Results

At this last meeting the students seemed to have made a lot of changes and progress where the students had applied the volleyball learning model and tests, where the students were able to do the starting, core movements and final stance correctly. Students have experienced a lot of progress, overall students and teachers carry out learning well and correctly. It is proven that students apply this game in volleyball learning practice with satisfactory results where classically 88% have completed exceeding the specified target.

An increase of 25 students who passed or 100% of the total number of students shows that students have progressed in learning volleyball using the PBL approach. Researchers and collaborators have found answers that have become research material, namely the application of the volleyball learning model can improve service learning outcomes.

Table 3. Comparison of Volleyball Serve Assessment Results

No	Kategori	Nilai kelulusan	**Siklus 1**		**Siklus 2**	
			F	**%**	**F**	**%**
1.	Lulus	> 75	**1**	**4**	**0**	**0**
2.	Tidak lulus	< 75	**24**	**96**	**25**	**100**
3.	∑		**28**	**100**	**25**	**100**

It can be seen from the table above that it can be concluded that in cycle 1, 1 student (4%) passed and 24 students (96%) did not pass. In cycle 2, there was a significant increase in that there were 25 students who passed. (100%) and those who did not pass were (0%), so it can be concluded that there was an increase in volleyball learning outcomes seen from cycle 1 compared to cycle 2. More details can be seen from the histogram diagram below.

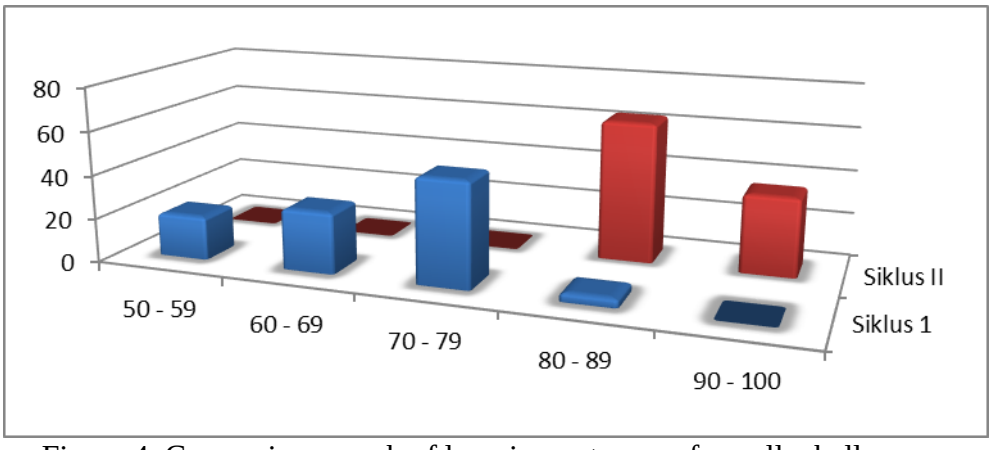

Figure 4. Comparison graph of learning outcomes for volleyball serves

According to researchers and collaborators, the research stops here and is not continued to the next cycle, because the problem has been answered, namely through research on the application of the volleyball learning model to the teaching and learning process.

CONCLUSION

The researcher's hope is that 80% of students will be active and enthusiastic in participating in learning activities. So that in the second cycle the researchers succeeded in improving the learning approach by providing understanding and direction according to the students' conditions at that time. The result was that 25 students were active in participating in volleyball service learning, there were no students who were sometimes active and sometimes indifferent. Based on student learning outcomes in the first cycle, the average score for the Volleyball learning class was 62 with a completion percentage of 4% of students who passed and student learning outcomes in the second cycle was 82 with a completion percentage of 100% of students who passed.

Based on the research results that have been presented, in general it can be concluded that there is an increase in student learning outcomes with the volleyball learning model through the PBL approach in physical education learning for class X SMK N 1 IDI students.

REFERENCES

Arikunto, S. (2010). Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta, Rineka Cipta. Endang Mulyatiningsih. (2011). Metode Penelitian Terapan Bidang Pendidikan. Bandung : Alfabeta,.

Hakim, A. S. (2011). Pengembangan Materi Pembelajaran Lari Cepat Melalui Pendekatan SAVI (Somatis, Auditori, Visual, Intelektual) Pada Anak SD Kelas V Johar Baru 01. UNJ.

Jarver, J. (2000). Belajar dan Berlatih Atletik. Bandung: Pionir Jaya,.

KEMENDIKBUD, P. (2013). Kementerian Pendidikan dan Kebudayaan. Pendidikan JaSMKni Olahraga dan Kesehatan. Jakarta, 2014. Kementerian Pendidikan dan Kebudayaan. Pendidikan JaSMKni Olahraga dan Kesehatan. Jakarta,.

Kurniawan, R., & Irawan, H. (2022). TINGKAT KETERAMPILAN DASAR PASSING BAWAH BOLA VOLI PADA SISWA EKSTRAKURIKULER DI SMP NEGERI 2 SIMEULUE BARAT TAHUN PELAJARAN 2021/2022. Jurnal Olahraga Rekreasi Samudra, 5(1), 30-38.

Kurniawan, R., Amri, K., & Rangkuti, Y. A. (2019). UPAYA PENINGKATAN KEMAMPUAN SMKSH BOLA VOLI MELALUI PROGRAM LATIHAN BAGI SISWA PUTERA PERGURUAN TAMAN SISWA TEBING TINGGI. Jurnal Ilmiah STOK Bina Guna Medan, 7(1), 40-45.

Madya, S. (2011). Teori dan PraktikPenelitian Kelas (Action Research). Bandung : Alfabeta,. Meire, D. (2011). The Accelerated Learning Handbook. Bandung: Penerbit Kaifa Mizan Pustaka,.

Mulyasa. (2003). Menjadi Guru Profesional. Bandung: PT Remaja Rosdakarya,. Sidik, Z. D. (2010). Mengajar dan Melatih Atletik. Bandung: PT Remaja Rosdakarya.

Sudjana, nana. (2017). Penilaian Hasil Proses Belajar Mengajar. Bandung: PT Remadja Fosdakarya,.

Suganda, D. M. (2011). Pengaruh Pendekatan SAVI (Somatis, Auditori, Visual, Intelektual) terhadap hasil Belajar Bola Voli Siswa Putra Kelas XI SMK Tunas Karya Batang Kuis.Medan: FIK UNIMED.

Suherman, A. (2000). Dasar-Dasar Penjaskes. Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Dasar dan Menengah Bagian Proyek Penataran Penataran Guru SLTP Setara D-III.

Sukintaka. (2014). Teori Bermain. akarta: Departemen Pendidikan dan Kebudayaan DIRJEN Pendidikan Tinggi Proek Pembinaan Tenaga Kependidikan,.

UNJ, T. (2012). Buku Pedoman Penulisan Tesis dan Disertasi". Jakarta: PPs UNJ.

Yan Ahady, M. (2011). Pengembangan Model Pembelajaran Gerak Dasar Bulu Tangkis. Jakarta: Universitas Negeri Jakarta,.