



RESEARCH ARTICLE

Improving Volleyball Bottom Passing Learning Outcomes Through Problem Based Learning (PBL) in Class VIII Students of SMPN 4 Birem Bayeun

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Abstract

The general objective of this research is to improve student outcomes through the application of Volleyball Learning using Problem-Based Learning (PBL). Additionally, this research is conducted to gain in-depth information about the implementation of the Underhand Passing Learning using PBL. The research design is Action Research. The subjects in this study are 22 students from the Eighth grade at SMPN 4 Birem Bayeun. 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 43%, indicating 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 87%, indicating completion. Based on the results of this research, it can be concluded that: (1) Volleyball Learning using PBL enhances student learning outcomes, (2) Underhand Passing Learning using PBL motivates students and makes them active participants in the learning process.

Keywords

Improving Learning Outcomes, Volleyball, 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 the lower passing 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 basic movement process through its stages, so that later it would help the child to find the correct technique.

Based on the description above, it is deemed necessary to improve, creativity and innovation in teaching physical education, sports and health, especially in the material of lower passing. Basically, teaching must refer to activities that are safe, comfortable and enjoyable (Mulyasa., 2003). For this reason, in this study the researcher tried to apply learning about lower passing to class VIII junior high school students using a PBL approach, in this case the researcher tried to provide material using a PBL approach which is expected to help students or physical education teachers in the material of lower passing in volleyball.

METHODS

This research was carried out at SDN Paya Demam 2, the research was carried out in odd 2022 with a sample size of 22 class V students taken using total sampling techniques. This research uses a Classroom Action Research (PTK) approach, with a kemmis and taggart design. (Endang Mulyatiningsih., 2011)

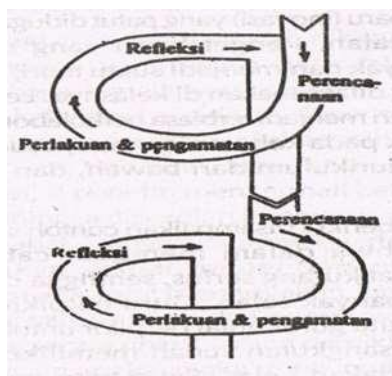


Figure 1: Kemmis and Taggart model.

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 learning of lower passing in class VIII junior high school students.

RESULTS

Cycle I

Based on the results of the research and evaluation carried out by the researchers, it can be concluded that through the PBL volleyball underpass learning model, it can improve the initial process, core

movements and final stance in learning the basic movement of kicking the ball so that student learning outcomes are better than before. The final process, action and reflection are used to determine deficiencies in the implementation of the planning program that appear in the analysis regarding lesson models, provision of materials, implementation of the passing-down learning model through PBL.

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 Bottom Passing Learning Results

Cycle I

NO	NILAI/SKOR	F	%
1	50.0-59.0	0	0%
2	60.0-69.0	1	4%
3	70.0-79.0	12	52%
4	80.0-89.0	4	18%
5	90.0-99.0	5	22%
6	100	1	4%
JUMLAH			100%

TOTAL 100%

Information:

$S \times F = \text{Score} \times \text{Frequency}$

The average score of the class = $S \times F / f$

= $1854 / 23 = 81$

Number of successful students = 10

Completion percentage = 43%

Based on student learning results in cycle I, the class average score for lower passing learning was an average of 81, students who passed in cycle I had a passing percentage of 43% and students who did not pass 57%. For more details, you can see the diagram below

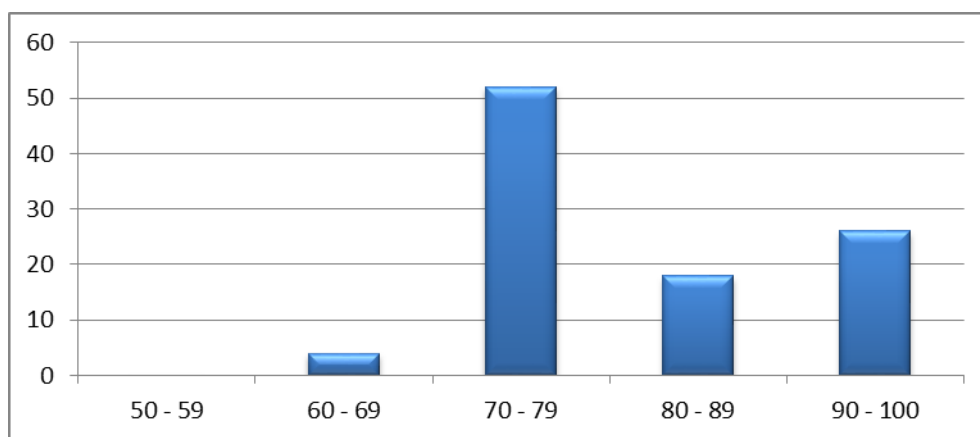


Figure 2. Graphic diagram of Cycle I Learning Results for Lower Passing

So from the data obtained in cycle I, there were around 10 students who completed cycle I with a percentage of 43% passing and 13 students who did not pass with a percentage of 57%. 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 20 students completing with a percentage of 87%.

Cycle II

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

Table 2. Distribution of Bottom Passing Learning Results in Cycle II

NO	NILAI/SKOR	F	%
1	50.0-59.0	0	0%
2	60.0-69.0	1	4%
3	70.0-79.0	2	9%
4	80.0-89.0	11	48%
5	90.0-99.0	8	35%
6	100	1	4%
JUMLAH		13	100%

Information:

$S \times F = \text{Score} \times \text{Frequency}$

The average score of the class = $S \times F / f$

= $1958 / 23$

= 85

Number of successful students = 20 Percentage of success = 87%

Based on the table above, we can conclude that 20 people completed the test with a presentation of 87%. This can be seen from the histogram graph below:

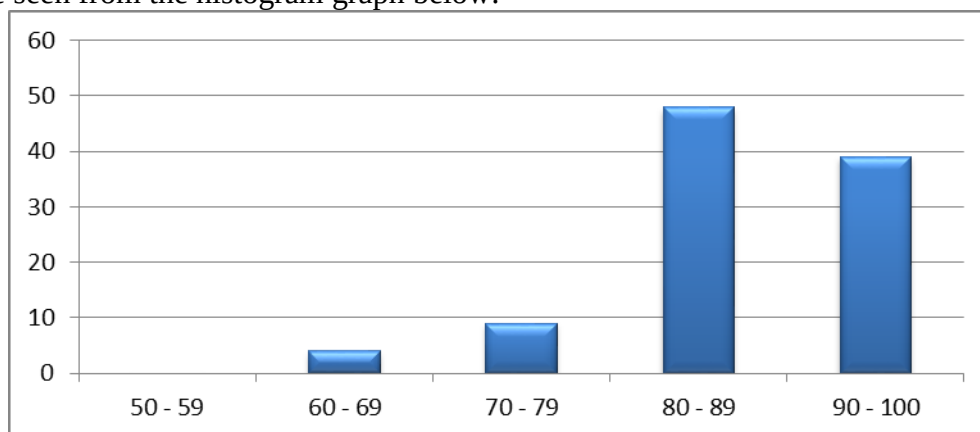


Figure 3. Bar diagram of Learning Results for Bottom Passing Cycle II

At this last meeting the students seemed to have made a lot of changes and progress where the students had applied a PBL-based learning approach to the lower passing material, where the students were able to carry out the initial, core movements and final stance correctly. Students have experienced a lot of progress, overall students and teachers carry out learning well and correctly. It has been proven that students apply the PBL-based learning approach in practice on lower passing material with satisfactory results where classically more than 80% have completed exceeding the specified target.

An increase of 20 students who passed or 87% 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 PBL learning approach to the bottom passing material can improve learning outcomes. .

Table 3. Comparison of Bottom Passing Assessment Results

No	Kategori	Nilai kelulusan	Siklus 1		Siklus 2	
			F	%	F	%
1.	Lulus	> 75	10	43	3	13

2.	Tidak lulus	< 75	13	57	20	87
3.	Σ		13	100	13	100

It can be seen from the table above that it can be concluded that in cycle 1 there were 10 students (43%) who passed and 13 students (57%) did not pass, in cycle 2 there was a significant increase in that there were 20 students who passed. (87%) and 3 people (13%) did not pass, so it can be concluded that there is an increase in volleyball learning outcomes seen from cycle 1 compared to cycle 2. More details can be seen from the histogram diagram below.

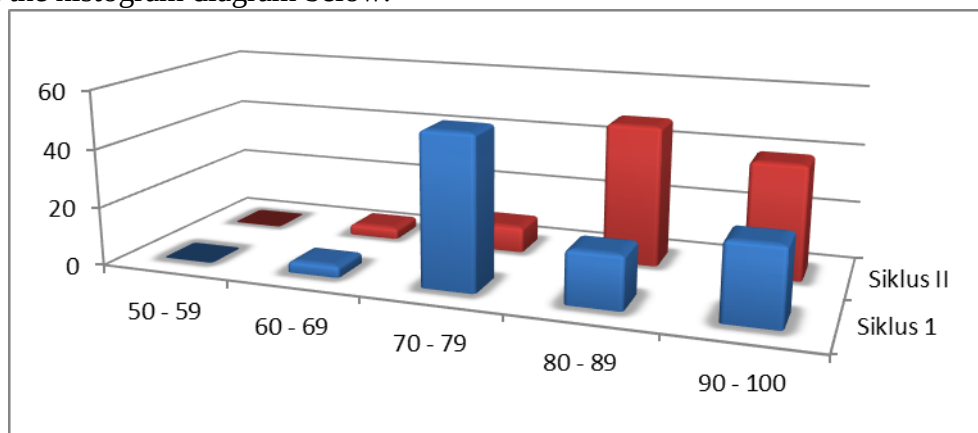


Figure 4. Comparison graph of bottom passing learning results

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 PBL approach to lower passing material in 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 20 students were active in participating in volleyball lessons, 3 students were sometimes active and sometimes indifferent. Based on student learning outcomes in the first cycle, the average score for the lower passing learning class was 81 with a completion percentage of 43% of students who passed and student learning outcomes in the second cycle was 85 with a completion percentage of 87% 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 PBL approach in the lower passing material in physical education learning for class VIII students at SMP Negeri 4 Birem Bayeun.

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