

Improving Learning Outcomes *Passing* and Control in a Football Game Through Learning Models *Problem Based Learning* in Class XI Students West Seram State High School 16

Sunarti Teapon¹, Bahmid Hasbullah², Idris Moh. Latar³

Universitas Pattimura, FKIP, Program Studi Penjaskesrek

Abstract

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Looking at the identification results, it can be explained that students are not yet able to carry out basic passing and control techniques properly and correctly. Due to the use of inadequate media and facilities, and the learning method used by the teacher is the conventional method (lecture method). This research uses the Problem Based Learning learning model to improve learning outcomes in passing and control in the game of soccer using the Problem Based Learning learning model for students at SMA Negeri 16 Seram Barat. Data obtained through Classroom Action Research (PTK) was carried out in two cycles, namely cycle I and cycle II. Data for each cycle is obtained from the results of observations and performance tests based on indicators assessed by the assessment rubric. This score is the final result obtained by each student which will determine whether this student is declared complete or not so that it can be continued in cycle II. Student learning outcomes can be seen in the results of students' ability tests during cycle II, namely in cycle I obtained 77% and in cycle II obtained 90% completeness, there was an increase of 13% in the use of the Problem Based Learning learning model carried out by teachers from cycle I to cycle II. This shows the teacher's success in managing or facilitating the learning process.

Keywords: improving learning outcomes, soccer games, problem based learning models

(*) Corresponding Author: sunartiteapon.14@gmail.com, bahmidhasbullah@gmail.com

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INTRODUCTION

Education is an action carried out consciously and planned which aims to change the personality and mindset of each person. Education has been implemented since humans existed on this earth, the implementation of education does not stop with one generation but will continue to be implemented from generation to generation, starting from the previous generation and continuing to future generations. as intended in Law Number 23 of 2003, concerning the national education system. Education is a conscious and planned effort to create a learning atmosphere in the learning process so that students actively develop their potential to have spiritual, religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state.

The game of soccer is one of the PJOK learning materials taught at every level of educational unit, from elementary school to university level. Every student is required to have competence through understanding and the ability to practice basic skills or techniques from a sport through implementing the PJOK learning process in class. One of the basic techniques in the game of soccer studied in this research is the basic technique of passing with the inside of the foot and control. In essence, the word "Model" has different definitions according to the field of science or knowledge that adopts it. A learning model is a plan or pattern that is used as a guide in planning learning in the classroom.

The learning model refers to the learning approach that will be used, including teaching objectives, stages in learning activities, learning environment, and classroom management. In this classroom action research, the learning model applied is: *problem Based Learning* (PBL). Through a learning model *Problem Based Learning* (PBL), it is hoped that it can help students strengthen their critical thinking skills and also students are able to practice basic techniques for passing with the inside of the foot and control in playing soccer properly and correctly.

Learning and teaching are activities that have educational value, coloring the interactions that occur between teachers and students. Interactions have educational value because the teaching and learning activities carried out are directed at achieving certain goals that have been formulated before the teaching is carried out. Teachers consciously plan their teaching activities systematically by utilizing all available resources for teaching purposes. Learning is a process of change through experience and practice. This means that the aim of this activity is change in behavior, whether involving knowledge, skills or attitudes, even covering all aspects of the organism or person. Teaching and learning activities, assessing processes, and learning outcomes are all within the scope of the teacher's responsibility. So the essence of learning is changes in student behavior.

Reasons for using learning models *Problem Based Learning* (PBL) in learning the game of soccer is to help students not only focus on the teacher when explaining, but students can search for and find their own problems given by the teacher so that younger students understand and remember the basic techniques of passing and controlling the ball in the game of soccer. ball.

Based on the description above, it is considered very important to create a learning model that can help students strengthen their critical thinking skills and increase their capacity to adapt to new information so that they can better understand basic techniques. *passing* And *control* in a soccer game. Therefore, researchers are interested in conducting research with the title "Improving Learning Outcomes *Passing* And *Control* in Soccer Game Through Learning Model *Problem Based Learning* "In Class XI Students of SMA Negeri 16 West Seram".

METHOD

The research method used in this research is classroom action research (CAR), consisting of two cycles, namely cycle I and cycle II. Location This research took place at SMA Negeri 16 West Seram, Jln Air Luhu, Kelang Asaude Village, Manipa Islands District, West Seram Regency. The subjects of this

classroom action research were class XI students of SMA Negeri 16 West Seram, totaling 20 people consisting of 9 boys and 11 girls.

DATA ANALYSIS

The analysis technique used is the following percentage formula

$$\text{Formula : } p = \frac{f}{N} \times 100$$

P = Percentage level of classical completion

F = Frequency of students who complete

N = Number of students

RESEARCH RESULT

Classroom Action Research through the application of the Problem Based Learning learning model obtained the following results:

Table 1. Results of Learning Passing and Control in Football Games in cycle I

No	Subject	Rated aspect			Rerata	Learning outcomes
		Affective	Cognitive	Psychomotor		
1	EFT	80	100	88	89	Complete
2	FS	80	100	83	87	Complete
3	RT	80	64	74	72	Not Completed
4	FT	80	96	99	91	Complete
5	AFT	80	100	99	93	Complete
6	WP	80	64	74	72	Not Completed
7	FRO	60	64	93	72	Not Completed
8	IN THE	100	100	87	94	Complete
9	SW	80	64	74	71	Not Completed
10	MW	80	67	74	73	Not Completed
11	TYPE	100	96	84	88	Complete
12	JM	80	53	64	65	Not Completed
13	RP	80	64	62	68	Not Completed
14	ZW	60	64	74	63	Not Completed
15	RT	80	96	87	89	Complete
16	MP	40	64	66	56	Not Completed
17	MT	60	71	68	66	Not Completed
18	YHA	80	89	88	85	Complete
19	SP	60	64	59	61	Not Completed
20	IT	100	78	91	89	Complete

Based on table 1, the learning results of cycle I can be explained by applying the learning model *Problem Based Learning* in the basic techniques of

passing and control in the game of football, the learning outcome scores were obtained. The students who had completed the action or learning cycle I were 9 people or 45%, while the students who had not yet completed the number were 11 people, amounting to 55%. These results show that in the first cycle all students are declared not to have finished learning, this is because students have not been able to carry out passing and control movements well, according to what the teacher said.

Table 2 Results of Learning Passing and Control in Football Games in Cycle II

No	Subject	Rated aspect			Rerata	Learning outcomes
		Affective	Cognitive	Psychomotor		
1	EFT	80	100	88	89	Complete
2	FS	80	100	83	87	Complete
3	RT	80	100	91	90	Complete
4	FT	80	96	99	91	Complete
5	AFT	80	100	99	93	Complete
6	WP	80	96	94	90	Complete
7	FRO	80	100	93	91	Complete
8	IN THE	100	100	87	94	Complete
9	SW	80	92	93	88	Complete
10	MW	80	100	93	91	Complete
11	TYPE	100	96	84	93	Complete
12	JM	80	96	94	90	Complete
13	RP	80	92	93	88	Complete
14	ZW	100	92	93	95	Complete
15	RT	80	96	87	87	Complete
16	MP	80	92	92	88	Complete
17	MT	100	100	92	97	Complete
18	YHA	80	89	88	85	Complete
19	SP	80	100	92	90	Complete
20	IT	100	78	91	89	Complete

From Table 2 it can be explained that in the learning process in cycle I there were 11 people who had not yet reached the KKM or 55% and in cycle II all of the subjects had reached the KKM or 100% had reached the KKM 75. This means that in cycle II the learning process proceeded according to the revised design so that Students can perform basic passing and ball control movements well and correctly.

CONCLUSION

Based on the results of the discussion presented, the researchers provide the following suggestions:

1. If you want to improve learning outcomes *passing* and control in soccer games for class XI students at SMA Negeri 16 West Seram, it is recommended to use a learning model *Problem Based Learning* because it is very effective in improving student learning outcomes.

2. Physical education teachers need to pay attention to following the learning steps in the learning model *Problem Based Learning* (PBL).

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