

Improve Learning Outcomes *passing* in the Game of Football Through the Learning Model *problem Based Learning* (PBL) in Class XI Students of SMA Negeri 6 Ambon

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Abstract

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The purpose of this research is to find out whether the learning model is implemented *problem based learning* can improve passing learning outcomes in class XI students at SMA Negeri 6 Ambon. The research method used in this research is classroom action research. The subjects of this research were 25 class XI students of SMA Negeri 6 Ambon. After processing and analyzing the data, the results of cycle I were obtained based on the cycle I learning results table above, there were 12 students who had completed it or 48%. Meanwhile, 13 students have not yet completed or 52%. Cycle II based on the recapitulation table of student learning completion in cycle II above, there were 25 students who completed or (100%) and there were no students who did not complete or (0%). From the results of data analysis and calculations, it can be concluded that the application of the learning model *problem based learning* in learning football can improve passing learning outcomes in class XI students at SMA Negeri 6 Ambon

Keywords: Learning Model *Problem Based Learning*, Passing, Learning Outcomes.

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INTRODUCTION

National Education Goals according to the Republic of Indonesia National Education System Law no. 20 of 2003 states that to improve the quality of people who are faithful, devoted to God Almighty, have noble character, discipline, hard work, intelligence and skill as well as being physically and spiritually healthy. The national education goals above must be achieved by all education providers in Indonesia, especially formal education. To achieve education, tools are needed that can achieve these goals, namely the curriculum. The curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as materials used as guidelines for implementing learning activities to achieve certain educational goals.

According to Suprijono (in Lestari et al., 2021), stated that learning outcomes are changes in overall behavior, not just one aspect of human potential. According to Djamarah and Saful Bahri (in Lestari et al., 2021), learning is a change that occurs in human abilities after continuous learning, not only due to the growth process.

According to Morgan, et al (in Syam, 2012) learning can be defined as any change in behavior that is relatively permanent and occurs as a result of training or experience.

According to Sobry Sutikno (in Setyawan, 2018), learning is a process of effort carried out by a person to obtain a business process to obtain a new change as a result of his own experience in interaction with his environment.

Education can also be interpreted as one of the main media for students to show good movements and can make students feel comfortable and more likely to like sports. The concept of learning is rooted in the students and the concept of learning is rooted in the participants and the concept of learning is rooted in the educators. However, everything cannot be separated from the role of a teacher to create a comfortable learning atmosphere with the various learning methods or models used.

Physical education is “education through physical activity”. The effectiveness of teaching is largely determined by the teaching approach chosen by the teacher on the basis of the teacher's knowledge of the nature of the skills or movement tasks being learned by students. Physical education guides several competency standards that must be mastered by students, as learning subjects, and not as learning object subjects, so that physical education learning can be carried out well, physical education teachers must be creative in choosing learning methods. Therefore, the method used must be in accordance with the material being taught so that learning objectives will be achieved and learning outcomes will be satisfactory.

According to Lutan (in Lengkana et al., 2017) physical education is an educational process. Because of that, the aim is also educational. In its implementation, physical activity is used as a vehicle or learning experience and it is through this experience that students grow and develop to achieve educational goals. In other words, physical education is a teaching process through physical activity and also a teaching process to master physical skills.

According to Azani Roni (in Nurmansyah, 2020) the game of soccer is the most popular sport in the world. This game is a team game consisting of eleven players for each team. In the game of soccer, each player must be able to play multiple roles, either as an individual or as a member of a group within a team.

During the learning process in class, teachers only use the lecture method when teaching so that student learning outcomes are less than optimal, therefore researchers offer a problem based learning model to be used in order to improve student learning outcomes.

Learning model *problem based learning* (PBL) is a learning method that is triggered or caused by problems, which encourages students to study and learn cooperatively in groups to obtain solutions, think critically and analytically, and be able to determine and use appropriate learning resources.

Fathurrohman (2017), stated pbl (*problem based learning*) this is learning that uses real (authentic) problems that are unstructured and open as a context for students to develop problem solving and critical thinking skills and at the same time build new knowledge. *Problem based learning* is a learning model that is student-centered and empowers students to actively carry out research, integrate theory with practice, and apply knowledge and skills in solving a problem Sumitro, Auliah, et al, (2017).

Based on field observations at SMA Negeri 6 Ambon, class XI. Especially in soccer lessons, it can be seen that several students are not yet able to perform *passing* the ball properly and correctly, and there are still many of them whose kicks miss or do not hit the target goal so the ball is kicked not on target or

the results that were expected to be good turned out to be inappropriate and there was a lack of student activity because what happened was that there were several students in the ongoing teaching and learning process, there were some of them who were not active in trying to pass what their friends were doing, so it was very influential on student learning outcomes.

Based on the background above, the author is interested in conducting research with the title: "improving learning outcomes *passing* in soccer games through learning models *problem based learning* (PBL) for class XI students at SMA Negeri 6 Ambon.

METHOD

This research data was obtained through classroom action research (PTK) carried out in two cycles, namely cycle I and cycle II.

The location of this research is in the city of Ambon, Nusaniwe District, Jl. Aman Huse, Amahusu Village.. The subjects used by researchers in this classroom action research were class XI students at SMA Negeri 6 Ambon, with a total of 25 students, 13 boys and 12 girls.

This research is classroom action research (PTK), which is action research carried out by teachers on real problems encountered during learning in order to improve the quality of learning on an ongoing basis and the quality of education in a broad sense. For this reason, in order to improve the quality of football learning, especially passing material, researchers used a PTK design.

The research instrument used in this research is an assessment rubric consisting of affective, cognitive and psychomotor domains.

Data Analysis Technique

The data analysis method used to calculate the average results achieved by students is using the percentage formula:

$$P = \frac{F}{N} \times 100$$

Information:

P = percentage (final value)

F = frequency (number of scores)

N = maximum number of scores

$$\text{Value} = \frac{\text{Total score obtained}}{\text{Maximum total score}} \times 100$$

Furthermore, to obtain a final score that can describe the level of mastery individually, there is an indicator of the maximum final score for each student, which will be compared with the benchmark assessment classification.

RESEARCH RESULT

Study Research Results *Headstand* through implementation *Problem Based Learning model* The following results were obtained

Table 1. Football Passing Learning Results in Cycle I

No	Subject	Rated aspect			Rates	Learning outcomes
		Affective	Cognitive	Psychomotor		
1	OF	80	81	75	78	COMPLETE
2	NT	100	100	75	91	COMPLETE
3	DHL	60	56	52	56	NOT COMPLETE
4	Aw	60	62	47	56	NOT COMPLETE
5	GIS	60	68	50	59	NOT COMPLETE
6	FM	80	100	75	85	COMPLETE
7	CP	60	50	50	53	NOT COMPLETE
8	AT	80	87	75	80	COMPLETE
9	WDT	80	81	75	78	COMPLETE
10	WE HAVE	60	50	41	50	NOT COMPLETE
11	YDSP	60	56	50	55	NOT COMPLETE
12	CGP	60	43	44	49	NOT COMPLETE
13	VM	80	81	89	83	COMPLETE
14	MH	60	50	58	56	NOT COMPLETE
15	MS	80	75	75	76	COMPLETE
16	CFL	60	56	58	58	NOT COMPLETE
17	RL	80	81	82	81	COMPLETE
18	TK	60	62	55	59	NOT COMPLETE
19	AAT	60	43	58	53	NOT COMPLETE
20	JH	80	87	83	83	COMPLETE
21	RR	60	43	50	51	NOT COMPLETE
22	TT	80	81	82	81	COMPLETE
23	ML	40	62	60	54	NOT COMPLETE
24	PET	80	87	76	81	COMPLETE
25	DA	80	81	77	79	COMPLETE
Total Shoes					67,4%	

From table 1 it can be explained that by applying the learning model *Problem Based Learning* learning ability is 48% or there are 12 students who have completed their studies. These results show that in the first cycle classically students had not completed their studies, because there were 52% or 13 students who obtained a KKM score < 75 or 13 students who had not completed their studies. This is because students have not been able to carry out passing movements properly according to what the teacher said.

Table 2. Learning Results of Passing in Football Games in Cycle II

No	Subject	Rated aspect			Rates	Learning outcomes
		Affective	Cognitive	Psychomotor		
1	OF	80	81	75	78	COMPLETE
2	NT	100	100	75	91	COMPLETE
3	DHL	80	81	79	80	COMPLETE
4	Aw	80	87	76	81	COMPLETE
5	GIS	80	75	76	77	COMPLETE
6	FM	80	100	75	85	COMPLETE
7	CP	100	87	79	88	COMPLETE
8	AT	80	87	75	80	COMPLETE
9	WDT	80	81	75	78	COMPLETE
10	WE HAVE	100	75	76	83	COMPLETE
11	YDSP	100	68	75	81	COMPLETE
12	CGP	100	62	75	79	COMPLETE
13	VM	80	81	89	83	COMPLETE
14	MH	80	81	75	78	COMPLETE
15	MS	80	75	75	76	COMPLETE
16	CFL	100	81	79	86	COMPLETE
17	RL	80	81	82	81	COMPLETE
18	TK	80	81	76	79	COMPLETE
19	AAT	80	81	79	80	COMPLETE
20	JH	80	87	83	83	COMPLETE
21	RR	80	87	88	85	COMPLETE
22	TT	80	81	82	81	COMPLETE
23	ML	80	81	77	79	COMPLETE
24	PET	80	87	76	81	COMPLETE
25	DA	80	81	77	79	COMPLETE
Total Shoes					81,28%	

From table 2 it can be explained that in the first cycle learning process there were 13 subjects who had not reached the KKM or 52% and in the second cycle all subjects reached the KKM or 100%. This means that in cycle II the learning process runs according to the revised design so that students can pass correctly.

Based on the results of this research, it shows that by applying the learning model *Problem Based Learning* can improve learning outcomes, passing in football learning has a positive impact in improving learning outcomes in the learning process, this can be seen from the increase in students' understanding of the material presented by the teacher in cycle I, 12 subjects or 48% were completed and 13 subjects were incomplete or 52%. Meanwhile, in cycle II it was declared complete because in cycle II 25 subjects were completed or 100% of subjects had reached KKM 75. According to Utrifani A and Turnip M. Betty (2014) PBL is a learning model that involves students to solve a problem through the scientific method stage. so that students can learn knowledge related to the problem and have the skills to solve the problem

CLOSING

1. From the results of existing research, researchers provide suggestions: If you want to improve passing learning outcomes in soccer learning for class XI students at SMA Negeri 6 Ambon, it is recommended that you use a learning model *Problem Based Learning* because it is very effective in improving student learning outcomes.
2. There needs to be further research that is more focused involving more and more in-depth subjects in schools and classrooms.

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