

Physical Education Learning Outcomes Through the Implementation of the Problem Based Learning (PBL) Model

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ABSTRACT: This research aimed to determine the enhancement of Physical Education learning outcomes in the gymnastics forward roll material for sixth-grade students of Banyuning 2 Elementary School through the implementation of the problem-based learning (PBL) model. This research constituted a form of classroom action research. The research participants were sixth-grade students of Banyuning 2 Elementary School. The data on learning achievements were collected by using a basic assessment framework for gymnastics forward roll learning, encompassing affective, cognitive, and psychomotor dimensions. The data were examined via descriptive statistical analysis methods. The research findings demonstrate that the implementation of the problem-based learning (PBL) paradigm enhances Physical Education learning outcomes for gymnastics forward roll learning among sixth grade students of Banyuning 2 Elementary School. The initial observation indicated a 32.1% completion rate for learning outcomes in a traditional format, which increased to 56% in cycle I and reached 94% in cycle II. The implementation of the problem-based learning (PBL) model can enhance Physical Education learning outcomes.

KEYWORDS: Learning Outcomes, Physical Education, Problem Based Learning.

I. INTRODUCTION

Human life depends on education. Another resource that contributes to the progress of the nation is education. Almost everyone acquires and uses education in daily life. People constantly encounter various educational situations and conditions. Education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Law No. 20 of 2003). Schools are formal educational institutions that are very important in helping students develop intelligence, skills and a broad perspective. The learning process in formal educational institutions is inseparable from the curriculum. Based on research from Law No. 20 of 2003, the curriculum is a collection of plans and arrangements relating to objectives, subject matter, and learning resources. One of the subjects contained in the curriculum is physical education, sports and health (PJOK). Physical Education, Sports and Health is a learning method through physical exercise that is carried out deliberately and methodically to improve the physical, psychomotor, cognitive, and affective elements of each student as well as their fitness and growth and development as a whole. (Tapo, 2019). Rahayu (2016) Physical education is a teaching method that uses sports to help students develop their mental, emotional, and physical skills.

Based on the results of observations and initial reflections of researchers on the PJOK learning process using front roll floor gymnastics material. This is evidenced by the results of psychomotor learning of basic front rolling techniques that have not reached the ideal level. Here are some things that cause low student learning outcomes: (1) The low interest of students in PJOK subjects with front roll floor exercise material is caused by the application of learning models that are less in accordance with the character of students. (2) Students become less involved in the learning process when teaching and learning practices that involve more students are not applied, for example, they pay less attention to the teacher's explanation in class. (3) Teachers do not give learners enough opportunities to present their work in front of the class, regardless of whether the tasks they create are correct or incorrect. As a result, learners do not understand what they are learning, and they are afraid to ask questions even when they do not understand the tasks given. In addition, learners still have a tendency to wait for the teacher to give directions and answers. (4) Some learners choose not to pay attention to the teacher's explanation of the material during class. (5) Learners' enthusiasm in learning is also lacking, and they are less serious in participating in learning activities. (6) After using the problem-based learning model, teachers do not know the results of learners' evaluation.

Physical Education Learning Outcomes Through the Implementation of the Problem Based Learning (PBL) Model

Mustafa and Dwiyo (2020, p. 72) stated that "The goal of teachers in physical education, sports, and health classes is to help students become fit. They can also help students develop new movements that they learn in physical education learning. Rocha & Clemente (2012) argue that in PJO learning, teachers are a reference to be imitated and as a determinant of a decision. Given this fact, the role of teachers as educators needs to be considered further when applying the right learning model to improve students' learning outcomes. Trianto (2010, p. 53) explains that learning models function as guidelines for teachers and learning designers when implementing learning, and the type of material to be taught, learning objectives, and student ability levels all have a significant impact on the choice of learning models. The problem-based learning (PBL) model is one of the learning models considered. Learners learn by solving problems as part of the problem-based learning methodology. The purpose of the problem-based learning model based on Arends (2008, p. 70) research that: "Problem-based learning aims to help learners develop thinking abilities and problem-solving skills, learn the role of adults authentically, enable learners to gain confidence in their thinking abilities and become independent learners."

Thus, the purpose of this study was to determine the implementation of the problem-based learning (PBL) model on the learning outcomes of PJO through the material of the front roll floor exercise material for grade VI students at Banyuning 2 Elementary School, Buleleng Regency.

II. METHOD

The research method used in this study is classroom action research. Classroom action research, or PTK for short, is one of the many forms of research related to the teaching and learning process. To achieve the desired learning goals, teachers can use PTK to discover and implement more efficient tactics or exercises, continue to come up with new ideas, and refine their current ideas. (Suciani et al., 2023). Based on Rahman's research (2018) research conducted by instructors in the classroom with a focus on advancing or improving learning procedures and practices is known as classroom action research (PTK). O'Brien's research cited by Mulyatiningsih (2011) PTK research is conducted when a group of individuals or learners is found to have a problem, and the researcher-in this case, the teacher-decides to find a solution.

This research was conducted on grade VI students at Banyuning 2 Elementary School with a total of 28 students, 10 males and 18 females in learning front roll floor exercise material. The procedures that must be followed in this study are: initial observation, initial reflection, problem identification, problem analysis, problem formulation, action planning, action implementation, observation/evaluation of action, and reflection.

In obtaining data that is relevant and in accordance with the objectives of the researcher, the instrument that will be used in this study is an assessment to determine the learning outcomes of students with front roll floor exercise material. Assessment is an effort to obtain data and information from the learning process and results to find out how well students perform against the desired learning outcomes. The aspects assessed in the instrument are aspects of attitude, knowledge and skills whose results can be seen by paying attention to the initial attitude, attitude of implementation and final attitude and in this study using descriptive statistical data analysis techniques.

III. RESULT AND DISCUSSION

A. Result

Based on the analysis of learning outcomes, it was found that data analysis regarding the learning outcomes of the attitudinal aspects in cycle I, it was obtained that the learning outcomes were categorized as complete 28 students and none were categorized as incomplete. With details of the value of learning outcomes according to the categories as follows: learners with a very good category 25 people (89.3%), good category 3 people (10.7%), sufficient category, less category, and very less category none (0%). The knowledge aspect obtained data on learning outcomes categorized as complete 8 people and categorized as incomplete 20 people. With details of the value of learning outcomes according to the categories as follows: learners with a very good category of 3 people (10.7%), a good category of 5 people (17.8%), a sufficient category of 17 people (50.7%), a deficient category of 3 people (10.7%), and a very deficient category does not exist (0%). The skill aspect obtained data on learning outcomes categorized as complete 11 people and categorized as incomplete 17 people. With details of the value of learning outcomes according to the categories as follows: learners with a very good category of 3 people (10.7%), a good category of 8 people (28.6%), a sufficient category of 12 people (42.9%), a category of less 5 people (17.9%), and a very poor category does not exist (0%).

Data analysis regarding the learning outcomes of the attitudinal aspects in cycle II, obtained data on learning outcomes categorized as complete 28 people and none categorized as incomplete. With details of the value of learning outcomes according to the categories as follows: 28 students with very good categories (100%), good categories, sufficient categories, deficient categories, and very deficient categories do not exist (0%). The knowledge aspect in cycle II, obtained data on learning outcomes categorized as complete 26 people and categorized as incomplete 2 people. With details of the value of learning outcomes

Physical Education Learning Outcomes Through the Implementation of the Problem Based Learning (PBL) Model

according to the categories as follows: learners with a very good category of 15 people (53.6%), a good category of 11 people (39.3%), a sufficient category of 2 people (7.1%), a poor category, and a very poor category does not exist (0%). The skill aspect in cycle II, obtained data on learning outcomes categorized as complete

25 people and categorized as incomplete 3 people. With details of the value of learning outcomes according to the categories as follows: learners with very good categories 17 people (60.7%), good categories 8 people (28.6%), sufficient categories 3 people (10.7%), less categories, and very poor categories do not exist (0%).

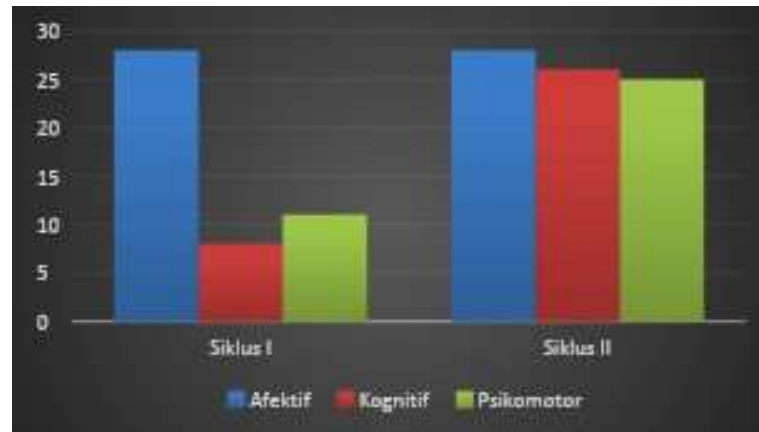


Figure 1. Data Analysis Results

B. Discussion

Classically, more students' learning outcomes were completed after getting action in cycle I, namely 32.1%, compared to the initial observation. In cycle I, students' learning outcomes increased significantly to 56%, because in cycle I it did not meet the minimum criteria for learning outcomes. Therefore, action was given in cycle II. Learner learning outcomes improved in cycle II. Based on data analysis, the completeness of students' learning outcomes classically in cycle II increased from cycle I which was only 56% to 94%. This occurred as a result of the ability of the problem-based learning model to improve students' critical and creative thinking skills and their ability to apply knowledge to situations to adapt it to real-world situations. This is in line with research conducted by Febrianto et al., (2023) entitled Efforts to Improve Learning Outcomes of Throwing Manipulative Basic Movements Using the Problem Based Learning Model for Class II Students. The results obtained showed that in the cycle I showed that the completeness of the achievement of basic manipulative movements of throwing using the problem-based learning model was 21% on all indicators. In cycle II, significant results were obtained in the completeness of the achievement of basic manipulative movements of throwing using a problem-based learning model of 76%. In cycle III, the completeness of the achievement of basic manipulative movements of throwing using the problem-based learning model was 97% on all indicators. Zulheri, Is (2024) also conducted a study entitled Application Of Problem-Based Learning Model (PBL) In PJOK Lessons To Improve Critical Thinking Skills In The Era Of Digitalization. The results of this study indicate that the problem-based learning model is able to improve students' critical thinking skills well in physical education learning. This can be seen in the descriptive statistics of the average value of the problem-based learning model of 0.91, while in conventional learning it is 0.86, meaning that the problem-based learning model is better than conventional learning in terms of improving students' critical thinking skills in physical education learning. Setyoko (2021). Carrying out research with the title "Implementation of the Problem Based Learning Model on the Learning Outcomes of Basketball Dribble Material for Class VII students of Banyuning 2 Elementary School". The aim to be achieved in this study is to determine the effect of the learning process using the Problem Based Learning (PBL) model. The importance of this research is to improve the learning outcomes of students through the Problem Based Learning method and add variety to the teaching and learning process. The results of this study contribute to the addition of the concept that the Problem Based Learning (PBL) model is able to improve the learning outcomes of students in Basketball Dribble Material. Kurniawan et al., (2021) Conducted a study entitled "Development of Problem Based Learning Based Big Ball (Volleyball) Games to Increase the Learning Interest of Female Learners". The results of the development of Problem Based Learning based big ball games to increase the learning interest of female students are as follows the implementation of learning is well done with a value of 80.4%, the teacher's response is very good and the opinion is very supportive, the students' volleyball lower pass skills are strong reaching 78.6% and strong learning interest with a value of 75.05%. The product of developing a big ball game (volleyball) based on Problem Based Learning is very good for female students to increase interest in learning. The results of this study contribute to the addition of the concept that the development of Problem Based Learning-based big ball games is based on increasing interest in learning. Hasmyati (2017) also

Physical Education Learning Outcomes Through the Implementation of the Problem Based Learning (PBL) Model

conducted a study entitled "Application of Problem Based Learning (PBL) Learning Model in an Effort to Improve Physical Education Learning Outcomes of Basketball Material for Class VIII-6 Students of Makassar 24 Junior high school". The results of the study stated that the comparison of learning outcomes between cycle I which had not yet reached the success indicator experienced an increase in learning outcomes in cycle II where in cycle II the success indicator was achieved, the low category still existed in cycle I with a percentage of 27.27% and then experienced an increase in cycle II which was seen with a percentage of 0% or no students in the low category. In the high category in cycle I with a percentage of 30.30% increased in cycle II with a percentage of 9% where students in the medium category decreased. and students experienced an increase in the high category from 42.42% in cycle I increased with a percentage of 91%. The results of this study contribute to understanding the concept that the implementation of the Problem Based Learning (PBL) Learning Model in an Effort to Improve the Learning Outcomes of Physical Education Basketball Material for Students. Sugihartono (2019) conducted research with the title "Problem Based Learning Model Improves Rhythmic Gymnastics Skills in PE Learning". The findings show that the use of the Problem Based Learning model to teach Poco-poco rhythmic gymnastics can effectively solve problems in groups and offer a strong stimulus for self-learning, resulting in an 87% completion rate for mastery of poco poco gymnastic movement skills. When the Problem Based Learning model is used, students' effective time in learning PJOK can be increased using indicators of active movement, practice, and activity during the gymnastics learning process. This increase in effective time from 21.11% in the first cycle to 61.1%. After 70 minutes of learning, in the second cycle there was an increase from 21.11% to 61.11%. Learners using the Problem-Based Learning paradigm are more motivated to participate in class, which is indicated by increased focus and efficient use of time and efficient periods of active action; in addition, there is less time for lounging and relaxing. Only 4.12% of learners were free from the learning context.

IV. CONCLUSION

The implementation of the problem-based learning model can improve the learning outcomes of PJOK on the floor exercise material of the front roll on grade VI students at Banyuning 2 Elementary School, Buleleng Regency in accordance with the results of the research that has been conducted. This is evidenced by the increase in the completeness of the learning outcomes of students classically from the initial observation, namely 32.1% and in cycle I there was a significant increase in student learning outcomes to 56%, and in cycle II an increase of 38%, from cycle I of 56% and in cycle II to 94%.

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Physical Education Learning Outcomes Through the Implementation of the Problem Based Learning (PBL) Model

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