

Implementation of the project based learning model (PJBL) to improve learning outcomes (PJOK) football material big football games basic passing techniques

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Abstract

This research aims to determine the improvement in learning outcomes (PJOK) through material on basic football passing techniques for Class VII D students at SMP Negeri 2 Kediri by implementing the Project Based Learning learning model. This research is a type of classroom action research. The subjects of this research were students in class VII D of SMP Negeri 2 Kediri, while the object of research was material on basic passing techniques in the game of football with the implementation of the Project Based Learning learning model. Data was taken by observing tests on basic passing techniques using the inside of the foot, basic passing techniques using the outside of the foot in cognitive aspects and psychomotor aspects. Data were analyzed using Descriptive Statistics analysis. The research results show that the implementation of the Project Based Learning learning model can improve learning outcomes (PJOK) through material on basic football passing techniques for Class VII D students at SMP Negeri 2 Kediri for the 2023/2024 academic year. It can be seen in cycle I and cycle II that the percentage increase in learning outcomes in the knowledge aspect from completeness of 7 people (21.2%) to completeness of 27 people (81.9%), increase in learning outcomes in the skills aspect from completeness of 4 people (12.2%) to 29 people (87.9%).

Keywords: PjBL, Learning Outcomes, Football Passing

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INTRODUCTION

Education is a learning process for students to learn, evaluate and apply all knowledge given in classroom learning or experiences that occur in everyday life. Physical education, sports and health is a very important subject to be studied by students today, because with knowledge about health and sports practices, students can fortify themselves in one way, namely by increasing their body's endurance. Teachers are one of the components that have an important role in the learning process in the world of education. With the rapid development of science and technology, teachers are required to master various competencies.

Teachers prepare learning models well and appropriately so that students can more easily build their own understanding. The learning model in question is a learning model that can involve students in the learning process so as to help students be more active, creative and

happy in learning. Based on the results of the observations conducted, found problems experienced by students, especially in learning outcomes through the material of big ball games, soccer. Students tend to make movements that are still less than optimal, so that the basic passing techniques that have been explained by the teacher have not been mastered properly by students. Solutions to the problem of student learning outcomes by using the Project Based Learning (PjBL) learning model, so that students become more active in learning and can improve student learning outcomes.

The project-based learning model is a learning model that can be used to apply existing knowledge, train various thinking skills, attitudes, and skills. The Project Based Learning (PjBL) Learning Model is expected to be able to overcome the problems of student learning outcomes and create meaningful learning. So that the quality of the process and student learning outcomes is expected to be better. By implementing the Project Based Learning (PjBL) Learning Model, PJOK teachers can help students to reflect or evaluate the learning outcomes that have been achieved by students. Based on the background of the problem above, the researcher wishes to conduct a study entitled “Implementation of the Project Based Learning Model (PjBL) To Improve Learning Outcomes (PJOK) Football Material Big Football Games Basic Passing Techniques for Participants Educate Class VII D at SMP N 2 Kediri in 2023/2024”

METHOD

The research setting is to explain where the research was conducted, when, under what conditions, and the duration of the action in detail according to the predicted number of cycles. The place used is the Pejaten Village Field. This research was conducted on class VII D students of SMP Negeri 2 Kediri in the 2023/2024 academic year, even semester, totaling 33 people.

This classroom action research was conducted in two cycles, each cycle consisting of one meeting. The first meeting was to provide material and evaluate learning outcomes. Each cycle of the Classroom Action Research Design (CAR) consisted of four stages, namely: (1) Action plan, (2) Action implementation, (3) observation/evaluation, (4) reflection.

Data Collection Methods, The researcher uses a data collection technique in the form of a Test, The test technique is used by researchers to obtain actual data from students in the learning outcomes of football material, researchers will conduct knowledge tests and skills

tests. Data Collection Instruments, Research instruments are tools used by researchers by taking measurements to collect research data. The following are the instruments that researchers will use in collecting research data, including: 1) Knowledge Learning Outcome Instrument, The knowledge aspect assessment is carried out by providing questions in the form of fill-ins with large ball material, basic passing techniques in soccer games. 2) Skill Learning Outcome Instrument Assessment, of skill aspects is obtained through process assessment, namely: initial attitude of basic passing techniques, attitude of implementing basic passing techniques, final attitude of basic passing techniques.

All data that has been collected is then analyzed to obtain appropriate results. The following is the researcher's formula in the data analysis technique as follows: $S = R : N \times 100$, Information: S: Expected value (searched) R: Number obtained by students N: Ideal maximum score. To obtain the final value, the study used the formula: Final Value = (Score obtained) / (Total ideal score) x 100.

RESULTS

The success of PJOK learning in cycle I is shown in the following table:

Table 1. PJOK Study Results Cycle I

No	Interval	Students	Percentage	Category	Description
1	90 – 100	0	0%	Very good	Finished
2	80 – 89	5	15,1%	Good	Finished
3	70 – 79	2	6,2%	Enough	Not finished
4	< 70	26	78,7%	Not enough	Not finished
Amount		33	100%		

Table 2. Completion of Physical Education Learning Outcomes Cycle I

No	Info	Cycle I				
		Knowledge	%	Skills	%	Category
1	Finished	1	3%	1	3,2%	Very good

No	Info	Cycle I				
		Knowledge	%	Skills	%	Category
2	Finished	6	18,2 %	3	9%	Good
3	Not finished	6	18,2 %	2	6%	Enough
4	Not finished	20	60,6 %	27	81,8 %	Not enough
Amount		33	100 %	33	100 %	

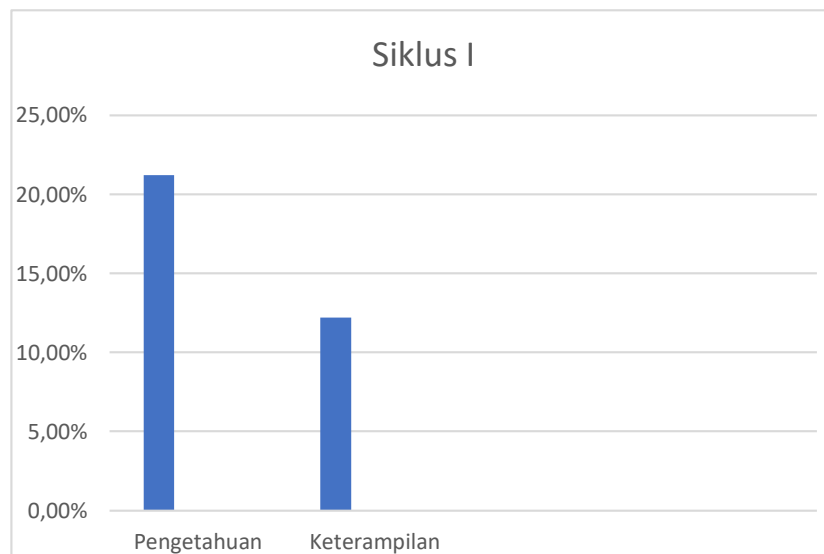


Figure 1. Diagram of Student Learning Completion in Cycle I

Table 3. PJOK Study Results Cycle II

No	Interval	Students	Percentage	Category	Description
1	90 – 100	5	15,3%	Very good	Finished
2	80 – 89	22	66,6%	Good	Finished
3	70 – 79	6	18,1%	Enough	Not finished
4	< 70	0	0%	Not enough	Not finished
Emount		33	100%		

Table 4. Completion of Physical Education Learning Outcomes Cycle II

No	Info	Cycle II				Category
		Knowledge	%	Skills	%	
1	Finished	6	18,3%	5	15,2%	Very good
2	Finished	21	63,6%	24	72,7%	Good
3	Not finished	4	12,1%	4	12,1%	Enough
4	Not finished	2	6%	0	0%	Not enough
Emount		33	100%	33	100%	



Figure 2. Diagram of Student Learning Completion in Cycle II

Table 5. PJOK Learning Completion Results of Students

No	Info	Cycle I	Cycle II
		PJOK	PJOK
1	Finished	5	27
2	Presentation	15,1%	81,8%
	Average	60,6%	83,3%
	Info	Not enough	Good



Figure 3. Diagram of Physical Education Learning Outcome Completion

DISCUSSION

The results of the study in cycle I, the knowledge aspect of students who got the complete category were 7 people (21.2%), after being given action in cycle II, the students who got the complete category were 27 people (81.9%), with an increase of 20 people (60.6%). The skills aspect that got the complete category in cycle I was 4 people (12.2%), (Thomas, 2000). Students involved in project-based tasks tend to understand theoretical concepts better because they relate knowledge to real-world applications. According to Bell (2010), project-based learning fosters deeper understanding because it places students in roles where they must explore, evaluate, and apply information. In the context of PJOK, students not only learn the rules and theory of soccer but also engage in projects that allow them to explore game strategies, rules, or team collaboration, thus enhancing retention.

after being given action in cycle II, the students who got the complete category were 29 people (87.9%), with an increase of 25 people (75.7%) from cycle I. In cycle I and cycle II, the percentage of increase in learning outcomes in the knowledge aspect from completeness of 7 people (21.2%) to completeness of 27 people (81.9%), the increase in learning outcomes in the skills aspect from completeness of 4 people (12.2%) to 29 people (87.9%) Physical education is heavily grounded in experiential learning, as emphasized by Kolb (1984). Project-based learning, being hands-on and collaborative, is particularly effective for subjects that involve physical tasks. The increase in motor skill acquisition here is consistent with constructivist learning theory, which supports learning through doing, reflecting, and applying.

Furthermore, Darling-Hammond et al. (2008) highlight that students in PjBL settings develop not only cognitive knowledge but also 21st-century skills such as teamwork, communication, and self-management—all crucial in sports education. A study by Wurdinger & Qureshi (2015) found that students in project-based learning environments showed greater engagement and motivation, which are precursors to improved learning outcomes, especially in practice-oriented subjects like PJOK.

so that it can be concluded that the application of the project based learning model can improve the learning outcomes of PJOK in the large ball material of soccer games for class VII D students of SMP Negeri 2 Kediri. Based on the research results above, it shows that the research has been considered successful and in accordance with the criteria for achieving learning objectives, that have been set and with the research objectives, namely improving the learning outcomes of PJOK on large ball material in soccer games by implementing the project based learning model for class VII D students of SMP Negeri 2 Kediri in the 2023/2024 Academic Year.

CONCLUSIONS

Based on the results of classroom action research that has been carried out regarding the learning process by implementing the project based learning model to improve learning outcomes (PJOK) through the material on basic football passing techniques for class VII D students of SMP Negeri 2 Kediri in the 2023/2024 academic year. it can be concluded that the implementation of the project based learning model can improve learning outcomes (PJOK) through the material on big balls, basic football passing techniques for class VII D students at SMP Negeri 2 Kediri in the 2023/2024 academic year.

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