



IMPROVING ACTIVITIES AND OUTCOMES OF VOLLEYBALL THROUGH APPLICATION OF PROBLEM- BASED LEARNING MODELS IN CLASS VII STUDENTS OF SMP NEGERI 18 BANDA ACEH

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ABSTRACT

This research is a literature review that provides some information related to the phenomenon being discussed in this study. The purpose of this study was to find out about character education as an effort to apply religious, moral and ethical values to students through science, with the assistance of parents, teachers and the community, which is very important for the formation and development of students' character. This potential must be honed and socialized properly so that the character of each child is formed and develops optimally. Society in this digital era, children can easily enjoy digital media. The digital era has not only positive but also negative impacts. The role of teachers and parents is very important to guide and control what children do with digital media so that children can make the best use of the opportunities that exist. digital media and get maximum benefits for both yourself and your life. The results of the research can be applied to the world of education by utilizing digital but with good direction and guidance from teachers and parents.

Keywords: *Volleyball, PBL, Innovative learning*

INTRODUCTION

Physical education and sports are important subjects taught in primary and secondary education. In the guidelines for the preparation of the Independent Curriculum, among other things, students understand the concept of physical education and volleyball material sports in a flexible, accurate, efficient and precise manner and have an attitude of respecting the usefulness of sport in life, namely having curiosity or critical thinking, attention and interest in learning physical education. and sports. students actively develop their potential. himself to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and state. Ki Hajar Dewantara at the Taman Siswa Congress (1930) said that education generally means efforts to advance the growth of character (inner strength, character), mind (intellect), and the child's body (Edi Sumanto 2015). Education is a conscious effort in the process of academic and non-academic learning to enable students to develop their knowledge, attitudes, and behavior better (Ihsani and Santoso 2020).

The educational process is inseparable from teaching and learning activities in the classroom (Sari 2018). Teaching and learning activities are largely determined by the cooperation between teachers and students (Mayang Sari et al. 2022). Teachers are required to be able to present subject matter optimally. Therefore, creativity and new ideas are needed to develop ways of presenting subject matter at school (Sari, Amelia, et al. 2019). Creativity in question is the ability of a teacher to choose the right methods, approaches, and media in presenting subject matter (Sari, Surjono, and Muhtadi 2019). The learning process requires the mental involvement and treatment of the students themselves (Mastiah et al. 2023). A teacher who teaches is not just telling his teaching material to students (Fauzi et al. 2019). Learning is also not an automatic consequence of pouring knowledge into the minds of students (Mayang et al. 2023). The teacher acts as the spearhead of the success of his students (Aidi at el 2023). The teacher's task is not only to teach, but also to educate, foster, and train students to be successful (Jalaluddin et al. 2020). Optimal student learning outcomes can only be obtained if the learning process is carried out involving students in activities and developing students' creativity

optimally (Lili et al. 2020). The role of PJOK teachers is very important in guiding their students. The challenge is how to make the learning process active, creative and innovative so that brilliant achievements are realized.

Problems at SMP Negeri 18 Banda Aceh in PJOK lessons are still not optimal and innovation is still needed to improve learning outcomes. That is because the individual abilities of students in volleyball games are different from one another. Until finally, students are often passive and get bored quickly to do learning. PJOK teachers must make every effort to innovate in the learning process. One of the efforts is to play volleyball using a spoon/rubber ball first so that students are happy and stimulate their interests and talents.

Volleyball is a learning process that is carried out by means of guidance and provision of knowledge or material provided from the teacher to students in a programmed learning process (Sari, at el 2023). Many learning approaches stimulate students to be independent, creative and more active in participating in learning activities. One of the learning approaches used in learning is prioritizing student characteristics

with a game approach and modifying volleyball games using sponge/rubber balls and using a lower net height, namely the girls' net height. Based on the above understanding, then as a teacher must create a learning that is fun in learning volleyball at school through a simple game. Thus, it can increase students' interest and motivation to learn the correct basic techniques of playing volleyball, because the new approach allows students to make movements, control and accuracy better, easier and fun.

Innovative learning According to Sumardjo in Rogers and Shoemaker defines innovation as new ideas, new practices, or objects that can be felt as something new by individuals or students (Andriani and Rasto 2019). The learning process designed by the teacher applies several methods and techniques in each meeting taking into account the characteristics of the basic competencies to be achieved. PJOK teachers are required to have broad insight in terms of learning methods by applying a contextual approach and encouraging students to make connections between the knowledge they have and its application in everyday life. Through the right methods and strategies

with the PBL model that has been planned in such a way, learning is expected to be more interesting.

METHODS

The concept of this research is a per-cycle case study applied to students. According to (Sugiyono 2014), research using per-cyclic case studies is a description of research that looks at the phenomenon of research implementation by utilizing learning models as a solution to research problems and conclusions from research results are real events of a research phenomenon to be achieved by obtaining results through the treatment of researchers based on cycles.

RESULTS AND DISCUSSION

The application of the Problem Based Learning (PBL) model is a method characterized by real problems as a context for students' critical thinking and problem-solving skills and knowledge. PBL can be implemented in any curriculum. The PBL approach in class and outside the classroom (volleyball court) is quite easy and students understand the concepts being taught better because they discover these concepts themselves. The application of the PBL model can involve actively solving problems and demanding higher order thinking skills. In general, the steps of PBL are as follows.

- a. Convey the learning objectives to be achieved (student orientation on the problem).
- b. Forming groups of students learning from each other in small or large groups (organizing students).
- a. Using questioning techniques that enhance student learning, problem solving development and higher-order thinking skills and the teacher assisting students in collecting data and solving problems (guiding investigations).
- b. Assist in planning and preparing work/work reports (developing work results).
- c. Helping to reflect or evaluate their investigation and the process used (analysis and evaluation).

With these five PBL components, the learning process can take place naturally in the form of student work and experience activities, not transferring knowledge from teacher to student. The teacher's task is only to help students achieve their goals and manage the class as a team working together to discover something new. In addition, the teacher's job is to facilitate the meaning of new information and to give students the opportunity to discover and apply their own ideas.

1. Improved Student Learning Outcomes Per Cycle.

In the implementation of cycle I and Cycle II there was an increase in student scores. This can be seen from the graph of increasing student scores and the progress of student learning completeness in each cycle below:

2. Character Education Objectives

Character education aims to make students as the nation's successors have good character and morals, to create a just, safe, and prosperous national life. This relates to Law Number 20 of 2003 concerning national education. The main goal of character education is to build a strong nation, where people are noble, moral, tolerant, and cooperative people. To achieve this goal, students must instill character-forming values originating from Religion, Pancasila, and Culture. The following are the values that form these characteristics: Honesty, tolerance, discipline, hard work, creativity, independence, and democracy. The government introduced a government program called Strengthening Character Education (PPK), PPK is an attempt to cultivate character education in schools.

3. Basic Concepts of Character Education

The basic concept of character education is contained in Permendikbud No. 23 concerning the Growth of Character and Character in 2015. The Development of Character Education (PBP) aims to:

- a. Make the school a fun learning park for students, teachers and education staff,
- b. Developing good habits as a form of character education in the family, school, and community.

- c. Making education a movement that involves the government, local government, community and family, and/or.
- d. Fostering a harmonious learning environment and culture between families, schools, and communities.

Character is formed from repeated actions and becomes a habit. It is these habits that are fixed and become the character of a person. The instillation and development of character in the school environment is a shared responsibility not only of the teacher but also of the cooperation of students and parents. However, the development of character in school is a simple supplement for students. Meanwhile, the real "basic food" for the development of character is at home, where the family has a great responsibility for raising a child at home.

4. The Role of Education in Cultivating Character

The cultivating character in its role in education is as follows:

- a. The formation of character (honest, smart, caring, tough) is the main task of education.
- b. Gradual change of bad habits, which will eventually turn into a tub. Can change happy but bad habits that eventually become hate but become good.
- c. Character is a trait inherent in the soul, and with this trait, a person can spontaneously manifest attitudes, actions, and deeds.
- d. Character - a trait that manifests itself in the ability to induce within the class the manifestation of commendable and virtuous behavior.

The inculcation of these values of character can be realized and turned into a school culture (Suryanti 2018). An effective process of creating a school culture is to involve and invite all parties or stakeholders to share their commitments (Meilia and Murdiana 2019). Many values can and should be nurtured in schools, such as caring and creative values, honesty, responsibility, discipline, health and cleanliness, and caring for each other (Musanna 2017). The school is like a garden or fertile land where the seeds of these values are sown and planted. Therefore, the education of character in schools is a joint task.

In the implementation of cycle I and Cycle II there was an increase in student scores. This can be seen from the graph of increasing student scores and the progress of student learning completeness in each cycle below:

Graph 1. Increasing Student Learning Outcomes Per Cycle.

From the graph above, it can be explained that there was an increase in students who received good category scores along with details on the pre-cycle. In cycle I, the number of students in the very less category did not exist, the less category decreased to 19%, the moderate category increased to 61% and the good category became 19%. In the second cycle, there was a very significant increase, the number of students whose grades were in the very less/less category no longer existed. In the sufficient category it becomes 58%, in the good category it becomes 19% and in the very good category it becomes 25%.

Graph 2. Progress of student learning completeness in each cycle.

From the graph above, it can be explained that the learning outcomes of students who were able to achieve KKM (complete learning) before this class action research or pre-cycle were carried out were as much as 35%, and after the actions were carried out in cycle I the learning completeness level became 48%, in cycle II it increased to 77% this means that there is an increase in student learning completeness by 42% from the initial condition of 35% to 77%. Thus, based on the two graphs above, it can be concluded that the use of the PBL model can be one of the teacher's references for improving student learning outcomes in Physical Education and sports subjects. Especially in Volleyball material.

CONCLUSION

The PBL method is a way of mastering physical and health education learning materials through the development of students' imagination and appreciation so that using this method students will be more quickly grasped. The advantage of the PBL method is the increased activity of students during the learning process due to elements in PBL such as students as learning actors, game elements as well as entertainment. Using the PBL method can be a reference for teachers to improve student learning outcomes in Physical Education subjects, especially in Volleyball material. Using the PBL method can increase student learning

completeness by 42%, from the initial condition of 35% (pre-cycle test results) to 77% (last cycle test results).

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