



JUARA: Jurnal Olahraga
E-ISSN 2655-1896 ISSN 2443-1117
<https://doi.org/DOI.10.33222/juara.v8i3.3481>



IMPROVING FOOTBALL LEARNING OUTCOMES FOR SMA 13 BONE STUDENTS VIA METHOD PBL

Muhammad Nur ¹, Hezron Alhim Dos Santos ^{2*}, Agus Sutriawan ³, Maria Herlinda Dos Santos ⁴

^{1,2,3} Universitas Negeri Makassar

⁴ Universitas Muhammadiyah Bone

Article Info

Article History .

Received Desember 2023
Approved November 2023
Published Desember 2023

Keywords:

Sila football, takrow football, learning outcomes, PBL

Abstract

The role of sport is becoming more and more important. Because sport not only plays a role in improving the physical fitness of a nation, but sport also plays a role in shaping human character, which in turn will bring glory to the name of a nation. All sports play an active role in Sisea, including takraw. The problem of coaching sepak takraw athletes is homework for sepak takraw coaches and coaches in South Sulawesi. The aim of this research is to determine the improvement in Sila Football Learning Outcomes through the Problem Based Learning Method. Using a type of classroom action research approach by taking research samples from SMA 13 Bone students and obtaining data from giving 2 cycles as well as the results of evaluations of the results of learning about soccer. In conclusion, motivation and seriousness in participating in the student learning process through the problem based learning learning model has proven to be effective and able to increase learning outcomes as well as student motivation and seriousness. This can be seen from the increase in student motivation and seriousness as well as the increase in soccer learning outcomes so that completion reaches 82% in the cycle second.

© 201 9 STKIP Muhammadiyah Kuningan
Under the license CC BY-SA 4.0

✉ Correspondence address:

Email: *e-mail: hezronsantos@unm.ac.id.

INTRODUCTION

Sports achievements have shown rapid progress, especially in recent years. A number of students are able to provide optimal performance in certain sports. Sport, as a model of human work, is a form of physical activity that has very complex dimensions (Arisman et al., 2022). Sport is movement and movement is human nature (M. H. Dos Santos, n.d.).

The role of sport is becoming more and more important. Because sport not only plays a role in improving the physical fitness of a nation, but sport also plays a role in shaping human character (M. H. Dos Santos et al., 2021), which in turn will bring glory to the name of a nation. Therefore, sport needs to be further improved and indicated as a way of developing achievement which can also improve physical and spiritual fitness for every member of society (H. A. Dos Santos & Hudain, 2020). For this reason, it is necessary to improve the provision of facilities and infrastructure, including educators, trainers and mobilizers. Requires various efforts to improve various factors, such as obstacles and challenges in achieving achievement (H. A. Dos Santos & Hudain, 2020). The reality shows that current advances in science and technology have accelerated changes in people's lives, including efforts to increase sports performance and competition in improving performance. Increasing sports performance by applying science and technology in a form of business obtained based on scientific methods, namely through research procedures (Sudirman et al., 2023). (Sarpan et al., 2022)

The results of research in the field of sports can be used to improve sports performance, through research new things can be put forward, especially in the sport of takraw. Sepak takraw is a team sport that is played on a rectangular field, with a flat surface, both in open areas (outdoors) and in closed areas

(indoors) which are free from obstacles (Hanif, 2015). In South Sulawesi, sepak takraw is a sport that is starting to gain interest among pupils, students and members of the public. Almost every school, college and region has takraw field facilities/infrastructure, but competition between pupils, students and clubs is still not running smoothly which results in poor performance. (Akin & Bakar, 2023)(Habibie et al., 2023)

The problem of coaching sepak takraw athletes is homework for sepak takraw coaches and coaches in South Sulawesi. The best solution is the need to carry out scientific research on various things that support increased performance (Yudho, 2022), such as the existence of physical, technical, body structure and psychological components that can be involved in improving abilities and technical skills in sports, including sepak takraw (Nurhidayat et al., 2022).

The sepak takraw game is officially competed in PORPROV, PON, National Championships including in student championships such as POPDA and the National Student Sports Olympiad (O2SN). Thus, this sport needs to be developed through schools starting from elementary school students and middle school students to get players who can be developed and trained to become outstanding students.(Nasrulloh et al., 2022)(Shakty et al., 2022)

Based on observations so far it can be stated that at the student level, Men's sepak takraw players in the District. Bone, especially students at SMAN 13 BONE, still have many shortcomings in terms of basic techniques for playing sepak takraw which causes students to slow down their ability to grasp during learning. The learning method for learning basic techniques still seems monotonous and one-way. The basic technique that has many errors when learning is the basic *sepak sila* technique which

is a fundamental technique in playing sepak takraw. This basic technique often causes errors starting from body position and also when kicking . To be able to perform the precepts perfectly, of course, learning patterns are needed that can support the improvement of the precepts skills.

Based on the explanation above, the researcher hopes that this research will be able to improve the basic techniques for playing sepak takraw among students at SMAN 13 BONE Kab. Bone. So in this research we will discuss improving soccer learning outcomes through the Problem Based Learning method for 13 Bone High School students.

The formulation of the problem in this research is how to improve learning outcomes for Sila Football through the *Problem Based Learning Method* for 13 Bone High School students. The aim of this research is to determine the improvement in Sila Football Learning Outcomes through the *Problem Based Learning Method*.

METHODS

This research uses a qualitative approach with the type of research being Classroom Action Research (Sugiyono, 2022). Classroom Action Research is an examination of learning activities in the form of actions, which are deliberately created and occur in a class together (Arikunto, 2021). These actions are given by the teacher or with direction from the teacher which are carried out by students (Slam, 2021).

The variables investigated are input variables (class XI students), process variables (problem based learning) and output variables (increased soccer skills). Carried out in Bone Regency, the subjects or samples of the research were 28 students in class XI of SMA Negeri 13 Bone (12 boys and 16 girls).

This classroom action research was carried out through 2 cycles, each cycle was carried out following procedures, namely planning, implementing actions, observing and reflecting (Susilo et al., 2022). Through these two cycles, an increase in the ability to perform Soccer Precepts can be observed using the problem based learning method (Hasnah et al., 2023). The evaluation results in cycle I were still incomplete, so improvements were made in cycle II. Cycle I reflection was carried out to determine improvement steps in cycle II (Syahza & Riau, 2021).

The test instrument in this research uses a Sila Football skills test which is adapted to the curriculum that applies in the implementation of the teaching and learning process at SMA 13 Bone. Data collection is through interviews, field notes, and a Sila Football ability test.

FINDINGS AND DISCUSSION

Findings

Implementation of Actions

a. Cycle 1

1) Planning stage

a) Researchers together with collaborators plan learning scenarios and also prepare supporting facilities to carry out action scenarios (Siburian, 2021). (a) Initial observations to observe and identify inhibiting factors in the teaching and learning process of physical education, especially the ability to perform the precepts as well as the motivation and seriousness experienced by students with the teacher. The results of direct observations identify possible obstacles experienced by students and interviews or discussions with physical education teachers, then record them. (b) Selecting obstacles that can be resolved through discussions with related parties. The selection of obstacles to be addressed in this research is a problem that has value that is not momentary, can be said to be very

important and can be overcome immediately, thus allowing for an effective model of action that can be used to solve the obstacles that have been selected. All data from observations and interviews are discussed collaboratively to determine planning. (c) Research objectives and action plans are disseminated to collaborators and students. Researchers, collaborators and students have the same perceptions in using a soccer learning model approach through the *Problem Based Learning* learning model. (d) Create scenarios for learning models for football, namely using the *Problem Based Learning model*. (e) Prepare learning facilities, balls, fields, whistles and breast numbers (offline). (f) In this research, an instrument was created and prepared to monitor the implementation of learning models of soccer lessons through problem analysis as is usually done by teachers, through observation sheets. (g) Determine the technical implementation of the research.

2) Implementation Stage: includes introductory teaching (opening), core activities where the teacher provides material that is appropriate to what will be researched, and closing activities as evaluation, reflection and student motivation at the end of the implementation stage of phase I (Arikunto, 2021).

b. Cycle 2

In cycle II all stages are the same as cycle I, but in cycle II things that have not reached the target in cycle I will be maximized in this cycle. Starting from the planning stage to the implementation stage.

Processing and analysis of data

a. Sepak Sila Ability Data Cycle I

Table 1: soccer skills

No	Score Range	Category	The number of students	Student Percentage	Information
----	-------------	----------	------------------------	--------------------	-------------

No	Score Range	Category	The number of students	Student Percentage	Information
1	90-100	Very good	0	0	
2	75-89	Good	12	43	Able to Perform Precepts
3	60-74	Enough	16	57	Not yet able to do Soccer Sila
4	0-59	Not enough	0	0	

The table above shows the level of ability to perform cross-legged football for the first cycle. 12 people with a presentation of 43 percent are in the Good category, 16 people with a presentation of 57 percent are in the fair category

b. Cycle 2 Precept Football Ability Data

Table 2: Soccer Skills

No	Score Range	Category	The number of students	Student Percentage	Information
1	90-100	Very good	11	39	able to do Soccer Precepts
2	75-89	Good	12	43	able to do Soccer Precepts
3	60-74	Enough	5	18	Not yet able to do Soccer Sila
4	0-59	Not enough	0	0	

The table above shows the level of ability to perform cross-legged football for the first cycle. 5 people with a presentation of 18 percent are still in the Fair category, 12 people with a presentation of 43 percent are in the Good category and 11 people with a presentation of 39 percent are in the very good category.

Discussion

a. Cycle I

The majority of students have a low level of football skills and seriousness, namely 57%, in the Good category, 43% and no one has very good football skills and seriousness. The results of class observations of the teacher in cycle 1 of the first meeting obtained a score of 74, meaning the teacher's activities in carrying out the learning process were in the good category. So teachers carry out evaluations to improve the learning process in the classroom better. Meanwhile, at the end of the lesson, a soccer learning results test was carried out, showing that the majority of students were still in the sufficient category, namely 57% . Some students are in the good category at 43 % and none are in the very good category. The good category shows a picture of several students who have started to be able to do the silla ball but their eye-foot coordination is still not good. This is shown in the situation where the ball is hit by a foot kick and often misses. These results then became the basis for using a learning model with a combination of problem based learning targets in the second cycle.

b. Cycle II

In the second cycle, using the target game approach method, in the learning process based on the results of collaborators' observations the level of soccer ability and seriousness of the majority of students was in the very good category, namely 39%, while students who were included in the good category were 43% and then only 18% remained . % in the

sufficient category. In the second cycle, the students who were in the very good category were able to do sila football where eye-foot coordination was in rhythm with takraw ball. Student balance has also improved. This shows that this *problem based learning* approach method is something that is interesting for students so that it is able to increase students' mental skills and seriousness drastically, it is even able to make students more capable of doing moral soccer and is serious in following the learning process, because this approach provides challenges. new for students.

The results of class observations of teachers in the second cycle obtained a score of 87, meaning the teacher's activities in carrying out the learning process in the category were very good. Meanwhile, based on the results of the analysis of students' sila soccer skills after being given learning using a *problem based learning approach* , the results showed that the majority of students had good abilities in playing sila soccer. These results have shown good improvement compared to the previous meeting and have achieved the targets set at the beginning so there is no need to continue in the next cycle.

CONCLUSION

Based on the research results, conclusions can be drawn about the motivation and seriousness of participating in the student learning process through the learning model *problem based learning* proven to be effective and able to increase learning outcomes as well as student motivation and seriousness, this can be seen from the increase in student motivation and seriousness as well as increased learning outcomes *sila football* so that completion reaches 82% in the second cycle.

ACNOWLEDGMENTS

The author would like to thank Makassar State University as the sponsor who funded this research until completion, and thank the entire team who were involved in the research and publication of this article.

REFERENCES

- Akin, Y., & Bakar, R. A. (2023). *JUARA : Jurnal Olahraga*. 8(1).
- Arikunto, S. (2021). *Penelitian tindakan kelas: Edisi revisi*. Bumi Aksara.
- Arisman, A., Dos Santos, M. H., Okilanda, A., Noviarini, T., Hasnah, H., Ishar, A. A., Walinga, A. N. T., & Putra, D. D. (2022). Konsep Pendidikan Jasmani dalam Membangun Karakter Era 5.0. *Wahana Dedikasi: Jurnal PkM Ilmu Kependidikan*, 5(2), 372–378.
- Dos Santos, H. A., & Hudain, A. (2020). Efektifitas Model Pembelajaran Berbasis Permainan Untuk Pengembangan Kebugaran Jasmani. *Jurnal Olahraga Dan Kesehatan Indonesia (JOKI)*, 1(1), 46–52.
- Dos Santos, M. H. (n.d.). Long Term Athlete Development (LTAD) Tahap Learning to Train. *Konsep Long Term Athlete Development Dalam Pelatihan Atlet Jangka Panjang*, 19.
- Habibie, R. N., Sulaiman, S., & Irawan, F. A. (2023). Effect of Training Method and Hemoglobin Level on Cardiovascular Endurance of Siliwangi University Football Players. *JUARA : Jurnal Olahraga*, 8(1), 199–215. <https://doi.org/10.33222/juara.v8i1.2658>
- Hanif, A. S. (2015). *Kepelatihan dasar sepak takraw*. Jakarta: Rajawali Pers, 25–65.
- Hasnah, H., AM, A. M., Dos Santos, H. A., Dos Santos, M. H., & Ansar, M. (2023). PENGARUH LATIHAN MULTIBALL TERHADAP PENINGKATAN PUKULAN BACKHAND PADA PERMAINAN TENIS MEJA SPARTA UNIVERSITAS NEGERI MAKASSAR. *Riyadhoh: Jurnal Pendidikan Olahraga*, 6(1), 130–135.
- Nasrulloh, P., Suherman, A., & Susilawati, D. (2022). JUARA : jurnal Olahraga The Relationship of Teacher Competence to the Performance of Elementary School Physical Education Teachers Under the license CC BY-SA 4.0. *Jl. Dr. Setiabudhi No, 29, 40154*. <https://doi.org/10.33222/juara.v7i3.227>
- Nurhidayat, S., Dos Santos, M. H., Pratiwi, E., & Bolkihah, H. (2022). Influence Exercise flexibility Crotch to Ability Smash Kedeng Takraw. *Nusantara Journal of Sports Science (NJSS)*, 1(3), 115–120.
- Santos, M. H. Dos, Harliawan, M., & Ismail, M. (2021). Pengaruh Game Online Terhadap Minat Belajar Penjas Siswa Smp Frater Makassar. *Tadulako Journal Sport Sciences and Physical Education*, 9(1), 70–79. <http://jurnal.untad.ac.id/jurnal/index.php/PJKR/index>
- Sarpan, Al., Rumini, & Hartono, M. (2022). *JUARA : Jurnal Olahraga*.
- Shakty, A. M. O., Muhtar, T., & Sudrazat, A. (2022). The Relationship Of Motor Educability And Motor Ability To Self Esteem In Physical Education Learning. *JUARA : Jurnal Olahraga*, 7(3), 538–546. <https://doi.org/10.33222/juara.v7i3.2270>
- Siburian, P. (2021). Meningkatkan Hasil Belajar Sepak Takraw Melalui Pendekatan Permainan Jala Hip Hop Siswa Kelas V SD Negeri 2 Sabungan Nihuta Kecamatan Ronggurnihuta Kabupaten Samosir Tahun Pelajaran 2017/2018. *Jurnal ABDIMAS Budi Darma*, 1(2), 33–42.
- Slam, Z. (2021). *Metode Penelitian Tindakan Kelas*. Qiara Media.
- Sudirman, A., Ramli, R., & Dos Santos, H. A. (2023). Application Of The Passing On

- The Right Exercise Model To Increase Vo2max Capacity. *JUARA: Jurnal Olahraga*, 8(1), 523–529.
- Sugiyono. (2022). *Metode Penelitian & Pengembangan Research and Development* (S. Y. Suryandari (ed.); Cetakan Ke). CV. Alfabeta.
- Susilo, H., Chotimah, H., & Sari, Y. D. (2022). *Penelitian tindakan kelas*. Media Nusa Creative (MNC Publishing).
- Syahza, A., & Riau, U. (2021). *Buku Metodologi Penelitian , Edisi Revisi Tahun 2021* (Issue September).
- Yudho, F. H. P. (2022). *Konsep Long Term Athlete Development dalam Pelatihan Atlet Jangka Panjang*. Jejak Pustaka.