



## **EFFORTS TO IMPROVE LEARNING OUTCOMES IN VOLLEYBALL BY MODIFYING STUDENT PROPS**

**Muhammad Qasash Hasyim<sup>1</sup> \*, M. Imran Hasanuddin**

<sup>1</sup> Fakultas Ilmu Keolahragaan, Indonesia

<sup>2</sup> Fakultas Ilmu Keolahragaan, Indonesia

\* Corresponding Author. E-mail: [qasash.hasyim@unm.ac.id](mailto:qasash.hasyim@unm.ac.id)

---

### **Abstract**

This research is motivated by the problems that occur in learning in class X Automotive 1 at SMK Negeri 4 Soppeng. The focus of this research is how to improve student learning outcomes in volleyball by modifying props. Initial data shows that the percentage of students who reached learning completeness was 44.83%, with 13 students out of a total frequency of 29 students. While students who did not achieve learning completeness amounted to 55.17%, with 16 students from the same total frequency. Therefore, efforts were made to improve the quality of learning by applying the Project Based Learning model and modifying teaching aids. The steps of teaching practice activities include planning, implementation, observation, and reflection. The research results from teaching practice show that the data of student learning outcomes reached 85%, with the steps of the learning model being well implemented. In addition, students' higher order thinking skills reached 93.2% of the total number of students. The research findings show that gradually, the application of the project-based learning model can improve the learning outcomes of students in class X Automotive 1 at SMK Negeri 4 Soppeng. The conclusion of this study is that the application of a good problem-based learning (PBL) learning model can improve the higher-order thinking skills of grade X students at SMK Negeri 4 Soppeng. By modifying props and using the PBL approach, student learning outcomes in volleyball can be significantly improved.

---

**Keywords:** Project-based learning, tool modification, learning outcomes.



KING article with open access under a license CC BY-4.0

---

### **INTRODUCTION**

Education involves interaction between teachers and students with the aim of enhancing students' development, knowledge and skills so that they become independent. Overall, education can be considered as a unity of action that facilitates students' learning and development. Currently, in Indonesia, the curriculum commonly used in schools is the 2013 Curriculum (K-13). However, the government has introduced a new curriculum-related initiative called Merdeka Curriculum. The Merdeka Curriculum was introduced by the Ministry of Education, Culture, Research and Technology in the 2021/2022 academic year. This new curriculum is different from the previous curriculum, as the Merdeka Curriculum places learners at the center of learning, with educators acting as facilitators. In Merdeka Curriculum, the main focus is on learner development. This curriculum is designed to enable learners to have a more active role in learning, with an emphasis on student-centered learning.

## **KING : Knowledge Integrated Networking for Global Sport and Health**

Educators are tasked with facilitating and guiding students in the learning process, assisting them in developing the desired knowledge, skills and attitudes.

According to Oemar Hamalik (2017:18), the curriculum is a series of plans and arrangements relating to content and subject matter, as well as methods used as guidelines in carrying out the process of teaching and learning activities. At the elementary level, learning is carried out in an integrated thematic manner, while at the junior high school level, integrated thematic learning is used in science and social studies subjects. At the high school level, a thematic learning approach is used with an emphasis on discovery learning and Project Based Learning activities.

With the introduction of Merdeka Curriculum, the government seeks to provide education that is more responsive to the needs and potential of students. Through this paradigm shift, it is hoped that education can be more relevant, empower learners, and improve the quality of learning in Indonesia. In physical education, learners can develop various physical skills, such as motor skills, physical fitness, coordination, team skills, and so on. In addition, physical education also plays a role in shaping positive attitudes and values, such as cooperation, honesty, discipline, and a healthy competitive spirit.

Dini Rusdiana (2014: 138) states that physical education is an educational process through physical activity, games or sports that are selected to achieve educational goals. further Dini Rusdiana (2014: 140) states that physical education is basically a medium to achieve educational goals as well as to achieve goals that are internal to the physical activity itself.

To ensure that competencies in the curriculum are carried out and achieved in accordance with curriculum guidelines, physical education teachers need to be able to create a pleasant classroom and learning atmosphere. Therefore, approaches, variations and modifications in learning need to be applied. Varied approaches and modifications in learning will help meet the needs and interests of students, so that they are more involved and excited in the learning process.

Based on the research conducted, the scope of physical education in Vocational High Schools (SMK) includes games and sports, development activities, gymnastics, rhythmic activities, water activities, out-of-class education, and health. At the age of 16-17 years, vocational students generally still have an interest in playing. Therefore, teachers need to have creativity and innovation in preparing learning tools to make the learning process more effective. To achieve the competencies in the curriculum, teachers need to create a pleasant classroom and learning atmosphere. In this case, approaches, variations and modifications in learning are needed. However, in field observations conducted in the Field Experience Program (PPL II), there were several problems at SMK Negeri 4 Soppeng. One of them is the lack of complete infrastructure available. In addition, the methods used in learning volleyball are considered less effective so that the interest and motivation of students in participating in the learning process decreases. This has an impact on the decline in learning outcomes and the non-achievement of the minimum completion criteria (KKM) set by the school. Based on these problems, researchers have a solution to overcome these problems, namely by modifying the methods that have been used in the school. Researchers use a Project-Based Learning (PJBL) approach by modifying props that are expected to improve learning outcomes in volleyball.

## **METHODS**

This research is class room action research. According to Sugiyono (2019: 819) states that PTK is research that uses various approaches to solve practical problems at work. Classroom action research is carried out through a round or spiral with several cycles consisting of 1) Planning (planning) preparing a volleyball learning plan by modifying props, 2) Action (action) then preparing tools and providing the findings of reference to sepak bola movements, 3) Observation (observing) then observing student movements so that they make movements according to the correct stages, 4) Reflection (reflecting) concluding what has happened in the classroom and correcting what is done by students.

In this study, the subjects used by researchers were X Automotive 1 class students at SMK Negeri 4 Soppeng in the 2023/2024 academic year totaling 29 students, consisting of 17 male students and 12 female students. Researchers carried out research activities on Wednesday, March 01, 2023 and Thursday, March 30, 2023. Researchers carried out research activities accompanied and assisted by an

uncle / teacher who acted as an observer or observer of the process of implementing research activities.

This research procedure uses a class action research method, with two cycles of learning improvement. Each cycle has 2 meetings and has stages in its implementation, namely planning, action, observing and reflection. Then the data analysis technique used is quantitative analysis technique and there are 3 aspects assessed, namely cognitive aspects, affective aspects and psychomotor aspects. The formula used for each aspect is as follows:

This study aims to measure the extent of student activity in the process of improving volleyball learning outcomes by modifying props in class X Automotive 1 students at SMK Negeri 4 Soppeng. Then the indicator of learning success can be seen from the average student learning outcomes of the learning process with the existing standard provisions (KKM 75).

## **RESULT AND DISCUSSION**

### **Results**

Based on the results of the study, it can be seen that there is an increase in learning outcomes in volleyball through modification of props in class X Automotive 1 students at SMK Negeri 4 Soppeng.

Based on the initial data on student learning outcomes, it was found that the percentage of students who met learning completeness was 44.83%, or equivalent to 13 students out of a total frequency of 29 students. Meanwhile, students who did not achieve learning completeness amounted to 55.17%, or equivalent to 16 students from the same total frequency. Some of the factors that cause students not to achieve learning completeness in learning volleyball are students who are naughty and disrupt the learning process by making noise, thus disturbing the concentration of their friends. In addition, there are also some students who pay less attention to the material provided by the teacher.

Student learning outcomes in cycle 1 can be categorized as quite good, but the researcher decided to continue to cycle 2 because it had not yet reached the learning success target of 85% on the set indicators. The highest score achieved by students in cycle 1 was 85, while the lowest score was 70, with an average learning outcome score of 85. Based on the results of research in cycle 1, researchers evaluated the volleyball learning process to improve the shortcomings found before continuing to cycle 2.

In the results of cycle 2 research, there were 27 students who had reached the KKM (Minimum Completeness Criteria), which is equivalent to a percentage of 93.2%. Meanwhile, there were only 2 students who had not achieved learning completeness, which is equivalent to a percentage of 6.8%. This shows a significant increase in the achievement of student learning outcomes in cycle 2, where the percentage of students who achieved learning completeness has increased significantly compared to cycle 1.

Based on the research results obtained in cycle 1, there was a completeness of learning outcomes with a percentage of 79.36% while those who were not complete with a percentage of 20.64%. As for some factors that trigger students not to complete learning outcomes in learning volleyball are some students who are naughty and make noise in the learning process so that their friends' concentration is disturbed, then there are also some students who do not pay attention to the material provided so that the learning outcomes in cycle 1 only reach a percentage of 79.36%. Student learning outcomes in cycle 1 were in the good enough category, but researchers continued to cycle II because it had not reached the target of 85% of learning success indicators. The highest score in cycle 1 was 85, the lowest score was 70 and the average learning outcome score was 85. Based on the results of research in cycle 1, researchers evaluated the learning process in volleyball so that the shortcomings in cycle 1 could be corrected before continuing in cycle II. In the results of cycle II research where students who have reached the KKM score are 27 students with a percentage of 93.2%, while students who have not reached completeness are 2 students with a percentage of 6.8%. The cause of some students not completing their learning outcomes is that there are 2 students who do not

participate in the learning process so that their learning outcomes do not meet the KKM, then these 2 students. did not take the research I did seriously so that the results I processed in cycle II were 2 students did not meet the criteria for completeness in learning volleyball. Based on the explanation of the discussion in the study above, researchers can show that the application of props modifications can improve learning outcomes in learning volleyball and can support students' enthusiasm in trying the props prepared beforehand.

## **CONCLUSION**

Berdasarkan hasil penelitian yang peneliti kemukakan pada pembahasan bahwa kesimpulan dari penelitian ini “Terdapat peningkatan hasil belajar olahraga cabang bola volly melalui modifikasi alat peraga pada siswa kelas X Otomotif 1 SMK Negeri 4 Soppeng”. Hal ini dapat dilihat dari hasil belajar pada siklus 1, ketuntasan siswa dalam pembelajaran bola volly sebanyak (79,36%) 23 siswa, kemudian dilanjutkan pada siklus II dan hasilnya meningkat dengan jumlah persentase sebanyak (93,2%) 27 siswa.

## **REFERENCES**

Agus Suprijono. 2015. “Cooperative Learning.” Yogyakarta Pustaka Pelajar. Al

Al Amin,Faizol.”Peningkatan Keaktifan Metrik Siswa Dengan Menggunakan Model Pembelajaran Aktif Tipe Modeling The Way pada kela XI MOA SMK Purnama 2 Gombang.” Radiasi: Jurnal Berkala Pendidikan.Fisika 4.1 (2014):59-63

Oemar Hamalik.2015. Cooperative Learning.Yogyakarta

Rosdiani Dini, 2014. Perencanaan Pembelajaran Dalam Pendidikan Jasmani Dan Kesehatan.Bandung: Cv.Alfabeta

Samsudin. (2018). Pembelajaran Pendidikan Jasmani Olahraga Dan Kesehatan. 55 Jakarta: Litera

Sugiyono, 2019.Metode Penelitian Kuantitatif, Kualitatif, R&D.Bandung: Cv.Alfabeta

Teguh Sutanto, 2016. Buku Pintar Olahraga.PB.Yogyakarta.