

## Application of the PBL (Problem-Based Learning) Learning Model in Improving Front Roll Floor Gymnastics Ability at Class VII of SMPN 3 Gerung for the 2023-2024 academic year

Dewa Ketut Krishna

[Dewakrisna12@guru.smp.belajar.id](mailto:Dewakrisna12@guru.smp.belajar.id)

### Abstract

The PBL Learning Model is a learning approach that is student-centered and focuses on problem solving. In the context of floor exercise abilities, especially the front roll sub-material. The approach used to improve front roll ability is Problem Based Learning (PBL). By using this approach, students are expected to be able to learn independently to find out good techniques through collaboration between their respective groups. So, from the overall process in this research, the total knowledge results were 2,060, the average knowledge was 79.2, the number of students who completed the study was 26, the percentage of students who completed was 100%, and the percentage of incomplete students was 0%. So, from the recapitulation data, the overall problem-based learning model for floor exercise on roll material has improved with the approach applied by teachers to students at SMPN 3 Gerung for the 2023-2024 academic year.

**Keywords:** Problem Based Learning, front roll floor exercise.

### INTRODUCTION

A learning model is a conceptual framework and systematic procedures for planning learning experiences to achieve certain educational goals and functions as a guide for teachers in carrying out teaching activities (Wardani, 2023). The PBL Learning Model is a learning approach that is student-centered and focuses on problem solving. In the context of floor exercise abilities, especially the front roll sub-material. Problem Based Learning (PBL) is a learning approach that places students in the context of real problem solving to encourage collaboration and skill development (Wardani, 2023). Meanwhile, according to

In physical education there is gymnastics learning which is one part of physical education in schools (Lubis et al., 2021). One of the materials that appears most frequently is floor exercise which includes front rolls, both with standing and squatting techniques. In learning gymnastics, students are required to be braver in carrying out movements that can be said to be quite extreme for some students, especially women. So, to overcome this, the teacher made several adjustments, one of which was by using the right media and approach to encourage students to carry out every movement that was ordered.

Gymnastics is an activity that can help optimize children's development (Setiawan & Soraya, 2020). Gymnastic movements are very

suitable for emphasis in physical education programs, especially because physical demands are prioritized, such as muscle endurance (Helmi & Aditya, 2020). Floor exercise activities use more all parts of the body, both for the exercise activity itself and for other branches of activity (Helmi et al., 2018). That is why floor exercise activities start with a composition of light movements, medium movements, heavy movements and acrobatic movements, which contain agility, flexibility and balance movements (Helmi et al., 2021).

In this research, the PBL learning model approach is applied to help students learn independently, so that the movements in the front roll can be seen in detail through observing, trying, doing, and presenting the results of their findings in the field regarding the material being studied, namely the front roll.

### RESEARCH METHOD

This research is classroom action research to fulfill the portfolio requirements in the practical performance exam for the in-service teacher professional program. The subjects in this research were 26 class VII students at SMPN 3 Gerung. This research was conducted to determine the extent of students' understanding of the front roll material by applying a problem-based learning model, namely Problem Based Learning (PBL). The

application of PBL in this research is due to the problem-based learning approach pattern in PPG and the application of TPACK-based learning technology (Technological Pedagogical Content Knowledge).

In PTK there are 4 stages, namely planning, implementation, observation and reflection. and measuring instruments. Research instruments are tools used to collect data in a study. This is in the form of a learning outcomes test portfolio assessment sheet. In the test assessment of learning outcomes, students are asked to carry out forward roll movements and will be assessed with a portfolio containing an assessment of the initial stance, implementation stance and final stance (Sinuraya & Hendrawan, 2020).

## RESULTS AND DISCUSSION

### Results

In this research, there are several things done by teachers and students, namely (1) confronting students with the front roll problem, (2) forming groups, (3) observation, (4) presentation of results, and (5) reflection on activities that have been carried out. carried out by teachers and students.

Based on the results obtained in this research from the practice activities of roll material on the student knowledge assessment sheet, the overall results obtained in the first cycle were:

**Table 1.1 Aspects of Front Roll Material Knowledge**

Total Value	2,060
Average value	79.2
Number of Students Completed Learning	26
Percentage of Students Complete Learning	100%
Number of students who did not complete their studies	0
Percentage of Students Not Completed Learning	0:0%

In the attitude observation aspect, the value obtained from the teacher's observations is that overall, the students are very good at carrying out the activities observed by the teacher, both in terms of religion, politeness, caring and responsibility in carrying out all tasks ordered and mandated by the teacher.

**Table 3. Attitude Assessment Aspects**

No	Student's name	Religious	Polite	Care	Responsibility	Mark
1	Adi Saputra	4	4	3	4	94
2	Al Hayatul Husna	4	4	3	4	94
3	Andika Nurfadillah	4	4	3	4	94
...	...	...	...	...	...	...
26	Suriani	4	4	3	3	87

The average student attitude score is in the range of 83 to 90, so it can be categorized as "Very Good (SB). The aspect of assessing students' overall skills is that they are able to carry out each movement, both individually and in groups by displaying the results obtained based on the percentage carried out by students in their respective groups. In general, the assessment aspects can be seen in table 3 below.

**Table 3. Skills Assessment Aspects**

No	Student's name	Planning	Implementation	Presentation	Mark
1	Adi Saputra	3	3	3	75
2	Al Hayatul Husna	4	3	3	83

3	Andika Nurfadillah	4	3	3	83
...	...	...	...	...	...
26	Suriani	4	3	3	83

The average student skills score was in the range of 75 to 91. Most students demonstrated good skills, with several students achieving the designation "Very Good". All students (26 students) completed learning with a percentage of 100%, showing the effectiveness of learning using the PBL model. The results of the recapitulation of the components of knowledge, attitudes and skills in this research activity can be seen in table 4 below.

**Table 4 Recapitulation of Knowledge, Attitudes and Skills Assessment**

Total Knowledge Value	2,060
Average Knowledge Score	79.2
Number of Students Completed Learning	26
Percentage of Students Complete Learning	100%
Number of students who did not complete their studies	0
Percentage of Students Not Completed Learning	0%

## DISCUSSION

From the results of the assessment or data recapitulation in table 4, in the first cycle all students completed the teaching and learning process of the front roll material using the problem-based learning approach model. So, by applying the PBL learning model in floor exercise, front roll sub-material, students not only gain physical skills but also develop critical thinking skills, teamwork and problem-solving abilities. In this case, applying the PBL learning model increases students' motivation, challenges, skills and knowledge by being exposed to the learning process independently in group form through a problem approach.

Overall, the data shows that students' completeness in the first cycle was 100%, which means that all students had met the KKM set by the school of 70. The average score obtained by students from the 26 students overall got good scores for knowledge, attitude, and skills in the range of 79 to 80 in all aspects assessed shows that overall, students achieved a good level of grades.

## CONCLUSION

1. Learning using the PBL model has proven successful in increasing students' understanding of knowledge, attitudes and

skills in floor exercise, front roll sub-material,

2. All students succeeded in achieving learning mastery, showing successful implementation of the PBL model, and
3. Students show a positive attitude towards learning, in line with the "Very Good" predicate.

## Suggestions and Recommendations:

1. Continue to apply the PBL model in learning floor exercise or other subjects,
2. Conduct periodic evaluations of the effectiveness of the PBL model and make adjustments if necessary, and
3. Share experiences and best practices in implementing the PBL model with other teacher colleagues.

## BIBLIOGRAPHY

- Aditya, R., Helmi, B., & Usman, K. (2020). *Implementation of Problem-Based Learning Models with Scientific Approaches in Efforts to Improve Learning Results in Chestpass Basketball Game for Class X High School Students 5 Tanjung Balai 2014–2015 Academic. 1st Unimed*

*International Conference on Sport Science (UnICoSS 2019)*, 129–131.

Helmi, B., Winata, D. C., Hasibuan, M. N., & Hardinoto, N. (2018). *Upaya Meningkatkan Hasil Belajar Meroda Dalam Pembelajaran Senam Lantai Melalui Gaya Mengajar Komando Pada Siswa Kelas Xi Sma Gkps 1 Pematang Raya Kabupaten Simalungun. Jurnal Ilmiah STOK Bina Guna Medan*, 6(1 SE-Articles).  
<https://doi.org/10.55081/jsbg.v6i1.468>.

Juliati Br Sinuraya, Dicky Hendrawan (2020). *Upaya Meningkatkan Hasil Belajar Guling Depan Senam Lantai Dengan Menggunakan Permainan 3 Pos. Jurnal Dunia Pendidikan Volume 1 Nomor 1 November 2020*.

Lubis, A. E., Fahmi, M., Mawardinur, M., Azandi, F., & Nugroho, A. (2021). *Sosialisasi Permainan Tradisional Untuk Siswa SD di SDN 104202 Bandar Setia. Jubaedah: Jurnal Pengabdian Dan Edukasi Sekolah (Indonesian Journal of Community Services and School Education)*, 1(2), 165–171.

Mualimin, Pandu Kresnapati, dan Yulia Ratimiasih (2021). *Penerapan Model Pembelajaran Problem Based Learning Untuk Meningkatkan Keterampilan Siswa Dalam Mengikuti Pembelajaran Pjok Rolldepan Dan Roll Belakang. Journal STAND: Sports and Development Volume 2 Nomor 2 Tahun 2021*.

Setiawan, D., & Soraya, I. M. (2020). *Hubungan Kesehatan Mental, Minat Belajar, Dan Kompetensi Mengajar Terhadap Hasil Belajar Olahraga Senam. Jurnal Olahraga Dan Kesehatan Indonesia*,  
<https://doi.org/10.55081/joki.v1i1.292>.

Wahyudi, Nur (2015). *Penerapan Model Pembelajaran Berbasis Masalah Terhadap Hasil Belajar Roll Depan Kaki Tekuk Dalam Pembelajaran Pendidikan Jasmani, Olahraga, Dan Kesehatan. Jurnal Pendidikan Olahraga dan*

*Kesehatan Volume 03 Nomor 02 Tahun 2015*, 380 – 386.

Wardani, Dewi Ayu Wisnu (2023). *Problem Based Learning: Membuka Peluang Kolaborasi Dan Pengembangan Skill Siswa. Jurnal Penelitian Dan Penjaminan Mutu Volume 4 Nomor 1 Juni 2023*.