

IMPLEMENTASI MODEL PEMBELAJARAN *PROBLEM BASED LEARNING (PBL)* UNTUK MENINGKATKAN HASIL BELAJAR *PASSING* BOLA VOLI PADA PESERTA DIDIK KELAS VI SD NEGERI NO 1 MAMBAL
TAHUN AJARAN 2024/2025

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan hasil belajar teknik dasar *passing* atas dan *passing* bawah dalam permainan bola voli melalui penerapan model pembelajaran *Problem Based Learning* (PBL) pada peserta didik kelas VI SD Negeri No. 1 Mambal. Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri atas empat tahapan, yaitu: perencanaan, pelaksanaan, observasi, dan refleksi. Instrumen yang digunakan meliputi lembar observasi, tes hasil belajar, dan dokumentasi. Data dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa penerapan model PBL dapat meningkatkan hasil belajar peserta didik. Pada siklus I, ketuntasan hasil belajar pada aspek pengetahuan mencapai 83,3% dan keterampilan 70,8%. Pada siklus II, terjadi peningkatan signifikan, dengan ketuntasan aspek pengetahuan, dan aspek keterampilan. Selain itu, keterlibatan aktif peserta didik dalam proses pembelajaran juga meningkat. Dengan demikian, dapat disimpulkan bahwa implementasi model pembelajaran *Problem Based Learning* (PBL) efektif dalam meningkatkan hasil belajar teknik dasar *passing* bola voli pada peserta didik kelas VI SD Negeri No. 1 Mambal.

Kata kunci: *Problem Based Learning (PBL)*, *Passing* Bola Voli.

**IMPLEMENTATION OF THE PROBLEM-BASED LEARNING (PBL)
LEARNING MODEL TO IMPROVE VOLLEYBALL PASSING LEARNING
OUTCOMES IN GRADE VI STUDENTS OF STATE ELEMENTARY SCHOOL
NO. 1 MAMBAL IN THE 2024/2025 ACADEMIC YEAR**

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ABSTRACT

This study aims to improve learning outcomes in basic overhand and underhand passing techniques in volleyball through the application of the Problem-Based Learning (PBL) model to sixth-grade students at State Elementary School No. 1 Mambal. This study, a Classroom Action Research (CAR), was conducted in two cycles. Each cycle consisted of four stages: planning, implementation, observation, and reflection. The instruments used included observation sheets, learning outcome tests, and documentation. Data were analyzed descriptively using quantitative and qualitative methods. The results showed that the application of the PBL model improved student learning outcomes. In cycle I, the completion rate for knowledge reached 83.3% and for skills reached 70.8%. In cycle II, significant improvements were observed, with completion rates for both knowledge and skills. Furthermore, student active engagement in the learning process also increased. Thus, it can be concluded that the implementation of the Problem-Based Learning (PBL) model is effective in improving learning outcomes in basic volleyball passing techniques among sixth-grade students at State Elementary School No. 1 Mambal.

Keywords: *Problem Based Learning (PBL), Volleyball Passing.*