

**IMPLEMENTASI MODEL PEMBELAJARAN *PROBLEM BASED LEARNING*
(PBL) UNTUK MENINGKATKAN HASIL BELAJAR PJOK MATERI BOLA
VOLI PADA PESERTA DIDIK KELAS XI K1 SMK PARIWISATA
TRIAMAJAYA SINGARAJA
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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan hasil belajar teknik dasar *passing* dan *service* bola voli melalui model pembelajaran *Problem Based Learning* (PBL). Penelitian tindakan kelas ini dilaksanakan dalam dua siklus dengan subjek penelitian siswa kelas XI K1 SMK Pariwisata Triatmajaya Singaraja. Data diperoleh melalui tes hasil belajar dan observasi, dianalisis secara kuantitatif dan kualitatif. Hasil menunjukkan peningkatan persentase ketuntasan belajar dari siklus I ke siklus II, dimana pada siklus I pada dari teknik *passing* dan servis memperoleh 60% dan pada siklus II memperoleh 96,5%. Secara garis besar, penggunaan melalui model pembelajaran *Problem Based Learning* (PBL) efektif dalam meningkatkan hasil belajar dan mencapai indikator ketuntasan klasikal. Simpulan penelitian ini membuktikan bahwa model PBL efektif dalam meningkatkan hasil belajar siswa. Implikasinya, penelitian ini memberikan kontribusi bagi pengembangan metode pembelajaran PJOK serta menjadi referensi bagi pendidik dalam meningkatkan kualitas pembelajaran bola voli.

Kata Kunci: Hasil Belajar, Bola Voli, *Problem Based Learning* (PBL),

**IMPLEMENTATION OF THE PROBLEM BASED LEARNING (PBL)
LEARNING MODEL TO IMPROVE LEARNING OUTCOMES IN VOLLEYBALL
MATERIALS IN GRADE XI K1 STUDENTS OF TRIATMAJAYA TOURISM
VOCATIONAL SCHOOL SINGARAJA ACADEMIC YEAR 2024/2025**

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ABSTRACT

This study aims to improve learning outcomes for basic volleyball passing and serving techniques through the Problem-Based Learning (PBL) model. This classroom action research was conducted in two cycles, with students of grade XI K1 at SMK Pariwisata Triatmajaya Singaraja as the subjects. Data were obtained through learning outcome tests and observations, analyzed quantitatively and qualitatively. The results showed an increase in the percentage of learning completion from cycle I to cycle II, with 60% achieving the passing and serving technique in cycle I and 96.5% achieving the classical completion indicator in cycle II. Overall, the use of the Problem-Based Learning (PBL) model is effective in improving learning outcomes and achieving the classical completion indicator. The conclusion of this study proves that the PBL model is effective in improving student learning outcomes. Consequently, this research contributes to the development of Physical Education (PJOK) learning methods and serves as a reference for educators in improving the quality of volleyball instruction.

Keywords: Learning Outcomes, Volleyball, Problem-Based Learning (PBL),