



## Improving Students' Learning Interest Using The Problem-Based Learning Model In PJOK Learning at SMPN 35 Palembang

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### ABSTRACT

The learning interest of students from the results of observations before conducting the research was categorized as less than good, which was 45.07%. This classroom action research aims to improve the learning interest of Class VIII students of SMP Negeri 35 Palembang using the Problem-Based Learning (PBL) learning model with a cultural context in Pjok learning. This research was conducted in 2 cycles using the Kemmis & Mc. The Taggart model has four stages in each cycle, namely planning, implementation, observation and reflection. The subjects of the study were 24 Class VIII students of SMP Negeri 35 Palembang, and the object of the study was the learning interest of students. The data analysis technique using quantitative descriptive methods obtained that the learning interest of students from the results of observations in cycle I was 61.02% categorized as sufficient, and increased to 63.5% categorized as good in cycle II. Based on the results of the questionnaire, the average score of student learning interest in cycle I was 66.11% categorized as sufficient and increased to 79.05% categorized as good, in cycle II. Based on the research results, it can be concluded that the Problem-Based Learning (PBL) learning model with a cultural context can increase the learning interest of Class VIII students of SMP Negeri 35 Palembang in Physical Education learning.

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- Acquisition of data;
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## INTRODUCTION

Physical Education, Sports, and Health is one of the subjects taught at all levels of education in Indonesia. PJOK learning can be used as a foundation for students in facing and solving various problems in everyday life. However, there are still many students who show a lack of interest in PJOK learning (Saputro, et al., 2023). Students tend to be less active and less involved in learning activities, which can be seen from the lack of cooperation in group discussions. In addition, students' speaking skills are also relatively low, which is evident during question-and-answer activities in class (Istiryanti & Nisa, 2024).

Based on the results of initial observations before conducting research on grade VIII students at SMP Negeri 35 Palembang, it was found that interest in learning PJOK



was still relatively low. During learning activities, only a small number of students followed the lesson well. Many of them were not focused when the teacher explained in front of the class, and some preferred to chat or play with their cellphones. In group discussion activities, only a few students actively contributed, and the number of questions asked during the learning process was very limited. Overall, students seemed less responsive to teacher questions and showed a lazy attitude in doing the tasks given. Therefore, it can be concluded that interest in learning PJOK in students is relatively poor, as evidenced by the results of observations showing a figure of 45.07%. In the non-cognitive diagnostic assessment, only 5 out of 24 students stated that PJOK was their favourite subject, indicating that the majority of students have no interest in PJOK. This finding is in line with the results of research conducted by Firdaus (2019), where students' interest in learning PJOK was only 41.53%, due to a lack of interest and difficulty understanding the subject matter.

During the learning activities, teachers have tried to use various learning models that are expected to foster students' interest in PJOK. However, the results have not been as expected, which is likely due to the inappropriate learning model used in the class. In order for students to be more interested in learning, teachers are advised to use a learning model that allows students to be more actively involved in the learning process. One model that can be applied is Problem-Based Learning (PBL), because this model emphasizes student activities in finding solutions to a problem (Meilasari & Yelianti, 2020). This is supported by the results of research conducted by Mashuri et al. (2019), which states that the application of the Problem-Based Learning model in PJOK learning can increase students' interest in learning, because with this model, students are no longer passive in the learning process.

In the Problem-Based Learning (PBL) learning model, the learning instruments created by the teacher use problems in everyday life, especially problems that are close to the lives of the students themselves. Therefore, it can foster students' interest in learning and interest in solving problems in student worksheets (Meilasari & Yelianti, 2020). One context that can be used in learning is the cultural context because it is close to the daily lives of students. When learning uses problems that are close to the lives of students, one of which is the cultural context, it can foster students' interest and desire to solve these problems (Herlambang, et al., 2021). In addition, research (Sulistiyawati, 2020) states that Pjok learning using a local culture-based context is effective when seen from students' interest in learning Pjok.

According to Saputro, et al. (2023), interest in learning in PJOK subjects is a learning process accompanied by a sense of pleasure, high curiosity, active involvement in activities, and participation in the learning process. Indicators of interest that can be used as a reference include pleasure, attention, interest, and student involvement (Irawati, 2018).

The Problem-Based Learning (PBL) learning model begins with the delivery of contextual problems to students, aiming to foster their desire to find solutions together with their groups (Yanti, 2017). The steps in the PBL model according to Maryati (2018)

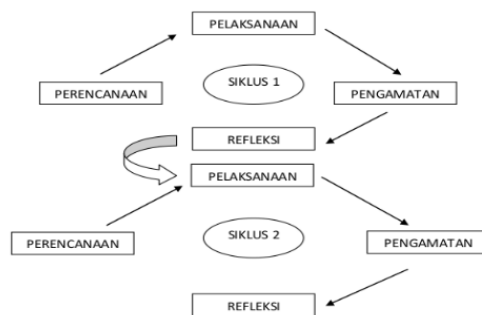
include: the stage of introducing students to the problem, the stage of organizing students, the stage of guiding the investigation process both individually and in groups, the stage of developing and presenting the results of the work, and the stage of analyzing and evaluating the problem-solving process. In the orientation stage towards the problem, the cultural context can be included by providing Student Worksheets (LKPD) containing problems from local culture that are connected to PJOK material.

The application of the Problem-Based Learning learning model is expected to increase students' interest in learning PJOK subjects in class VIII of SMP Negeri 35 Palembang. This study aims to determine the increase in students' interest in learning PJOK subjects after the implementation of learning activities using the Problem-Based Learning model, which is associated with the cultural context.

## METHODS

The subjects of this study were 24 students in class VIII, consisting of 23 female students and 15 male students. This study was conducted in the even semester of the 2023/2024 academic year in class VIII of SMP Negeri 35 Palembang.

This classroom action research was conducted in 2 cycles using the Kemmis & Mc. The Taggart model has four stages in each cycle, namely planning, implementation, observation and reflection (Aqib & Chotibuddin, 2018).



**Figure 1.**

Classroom Action Research Cycle (Dahlani, 2019)

The instruments used in this study were observation sheets and learning interest questionnaires. The data analysis technique in this study was quantitative descriptive in its presentation, using a table that shows the percentage of students' learning interest after learning using the *Problem-Based Learning model*. This study uses 3 categories of learning interest, namely high, medium, and low, as follows:

**Table 1.**

Percentage of Student Learning Interest Categories

Percentage of scores obtained	Category
$P \leq 66\%$	Tall
$33\% \leq P \leq 66\%$	Currently
$P \leq 33\%$	Low

(Sihombing et al., 2021)

To interpret the average value obtained by students, the percentage category value according to Suharsimi Arikunto in (Sulistiyani & Zuhri, 2018) is used, namely that it is included in the good category if it gets a value in the interval of 76% -100%, it is included in the sufficient category if it gets a value in the interval of 56% -75%, it is included in the less good category if it gets a value in the interval of 40% -55%, and it is included in the bad category if it gets a value less than 40%. This study is said to be successful if the learning interest of Class VIII students of SMP Negeri 35 Palembang is included in the good category, with a value above 75% from the observation results and the average questionnaire results.

## RESULTS AND DISCUSSION

Before taking action in this study, observations were made on classroom learning, then two cycles of classroom action research were carried out. In the first cycle, the targeted results had not been achieved; therefore, it was continued in the second cycle, with the final results having achieved the target desired by the researcher.

Based on the results of observations before the action, it shows that students' interest in learning is categorised as less than good, with a percentage of 45.07%. The lowest indicator is interest; it can be seen that students are not enthusiastic when participating in learning, and do not dare to express their opinions in the learning process. This shows that students are not interested in the learning that is carried out. When conducting a non-cognitive diagnostic assessment, it was found that only 5 out of 24 students chose Pjok as the subject they liked, which shows that most students are not interested in Pjok lessons.

From the results of the observation, actions are needed that can increase students' interest in learning Pjok. Actions that can be taken are by using the Problem-Based Learning learning model in Pjok learning in the classroom.

### Cycle I

The first stage is planning, the teacher prepares the learning tools that will be used, such as activity steps according to the PBL learning model, student worksheets, teaching materials, and PowerPoint learning media. In addition, the teacher also prepares observation sheets and student learning interest questionnaires that will be given after 2 meetings in the first cycle.

The second stage, namely the implementation, was carried out on March 4, 2025 and March 11, 2025, with a time allocation of 2x45 minutes (2 teaching hours) for each meeting. At the first meeting, learning was carried out on the basketball sub-material and at the second meeting on the passing sub-material. Learning was carried out following the previously prepared activity steps, starting from the introduction, core activities following the stages of the Problem-Based Learning learning model, to the closing. The problems given in the LKPD use Kahoot related to everyday life, namely basketball games.

The third stage is observation to see the students' interest in learning while following the learning process carried out in the first cycle. The results of the observation show that the students' interest in learning is still classified as sufficient, with an average percentage of 61.02%. So, in the first cycle, the observation results have not reached the desired target, namely that the average percentage is more than 75%. Of the four indicators observed, the lowest average is the interest indicator of 37.4%, which shows that students are still less enthusiastic about the learning that is carried out, so that not many dare to express their opinions during learning. The indicator with the highest average is involvement of 62.5% which is still in the sufficient category, so that it still needs to be improved. In giving a questionnaire on students' interest in learning after learning using the PBL model to 24 students, the following results were obtained:

**Table 2.**

Categories of Learning Interests of Students in Cycle I

Percentage of scores obtained	Category	Number of respondents	Percentage
$P \leq 66\%$	Tall	9	37.5%
$33\% \leq P \leq 66\%$	Currently	15	62.5%
$P \leq 33\%$	Low	0	0%

Based on the table above, students who fall into the high learning interest category are 15 people, with a percentage of 37.5% and fall into the moderate category are 9 people, with a percentage of 62.5%. The average score of students' learning interest in Pjok learning cycle I is 66.11% which is included in the sufficient category.

In the fourth stage of reflection on the implementation of cycle I actions, there are still several things that need to be improved, as shown in the table below:

**Table 3.**

Cycle Reflection and Follow-up Plan

Cycle I reflection	Follow-up plan in cycle II
Students are still less interested in the learning that is being carried out.	Using problems with the cultural context of carts and pencak silat
Students do not show much joy during the learning process, and tend to look bored.	Before entering the orientation stage, students will be shown a video about the culture that will be used as the learning context.
Students are less brave in expressing their opinions during learning	During learning, simple questions are given about culture that are related to physical education problems.
Students are less active during group discussions.	When presenting the results of the discussion, the group members who explain in front of the class are chosen by the teacher. So that each group member must understand the results of their group discussion.

## Cycle II

The first stage is planning, the teacher prepares the learning tools that will be used, such as activity steps according to the PBL learning model, student worksheets, teaching materials, and PowerPoint learning media. In the second cycle, the Culturally Responsive Teaching approach is used with the context of Palembang cultural learning, namely, stilts and carts. In addition, the teacher also prepares observation sheets and

student learning interest questionnaires that will be given after 2 meetings in the second cycle.

The second stage, namely the implementation, was carried out on March 18, 2025 and March 24, 2025, with a time allocation of 2x45 minutes (2 teaching hours) for each meeting. In the first meeting, learning was carried out on the dribbling sub-material and in the second meeting on the shooting sub-material. Learning was carried out following the previously prepared activity steps, starting from the introduction, core activities following the stages of the Problem-Based Learning learning model, to the closing.

The third stage is observation to see the students' interest in learning while following the learning process carried out in the second cycle. The results of the observation show that the students' interest in learning is included in the good category, with an average percentage of 80.43%. So in the second cycle, the observation results have reached the desired target, namely that the average percentage is more than 75%. Of the four indicators observed, the lowest average is the interest indicator of 35.5% in the good category. This has shown progress that students have begun to be enthusiastic about learning that uses a cultural context, so that they dare to express their opinions during learning, encouraged by questions from the teacher. The indicator with the highest average is attention and involvement, at 62.5% in the good category. This shows that students have been active in group discussions and paid attention to the teacher's explanation during learning, and were serious when completing the tasks given. In giving a questionnaire on students' interest in learning after learning using the PBL model with the CRT approach to 24 students, the following results were obtained:

**Table 4.**

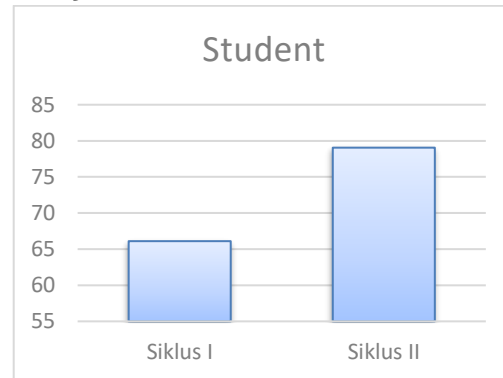
Categories of Learning Interests of Students in Cycle II

Percentage of scores obtained	Category	Number of respondents	Percentage
$P \leq 66\%$	Tall	15	62.5%
$33\% \leq P \leq 66\%$	Currently	9	37.5%
$P \leq 33\%$	Low	0	0%

Based on the table above, students who fall into the high learning interest category are 15 people, with a percentage of 62.5% and fall into the moderate category are 9 people, with a percentage of 37.5%. The average score of students' learning interest in Pjok learning cycle I is 79.05% which is included in the good category.

The fourth stage of reflection on the implementation of cycle II actions has shown an increase in students' interest in learning from indicators of feelings of pleasure, attention, interest and involvement. Students are more conducive and look happy when learning begins by showing a video about the surrounding culture, which is used as a learning context. Students show interest in giving problems related to the surrounding culture so that they are enthusiastic during learning, solve problems seriously and pay attention to the teacher's explanation. By being given simple questions about culture in the problem, students can express their opinions during learning, and most students are active during group discussions and ask questions if there is still something they do not understand.

From the results of the analysis of the student learning interest questionnaire in cycle I, the average score of student learning interest in Pjok learning was 66.11% which was included in the sufficient category and in cycle II increased to 79.05% which was included in the good category. The increase in the results of the student learning interest questionnaire in learning using the PBL model can be seen in the following figure:



**Figure 2.**

Comparison of Learning Interest Questionnaire Results

Increasing students' interest in learning Physical Education occurs through learning using the Problem-Based Learning model with the cultural context that exists around the students.

## CONCLUSION

The learning interest of class VIII students of SMP Negeri 35 Palembang, based on the results of observations after learning using the Problem-Based Learning model in cycle I, was 61.02% categorized as sufficient, then increased to 80.43% categorized as good after learning using the Problem-Based Learning model with a cultural context. In cycle II. Based on the results of the questionnaire, the average score of students' interest in learning in cycle I was 37.5% categorized as sufficient and increased to 79.05% categorized as good, after learning using the Problem-Based Learning model with a cultural context in cycle II. So it can be concluded that learning using Problem-Based Learning with a cultural context can increase students' interest in learning Pjok in class VIII SMP Negeri 35 Palembang.

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