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APPLICATION OF THE PROJECT-BASED LEARNING MODEL TO IMPROVE LEARNING OUTCOMES IN SPORTS PSYCHOLOGY COLLEGE USING THE "EXPERIENTIAL LEARNING" METHOD

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Abstract

The implementation of the Project Based Learning (PjBL) model has now become a learning model that is popular among both teachers and lecturers. The PjBL concept provides space for students to be more active in learning and continuously improve the effectiveness of learning at school. Using the PjBL model, the problems that arise are how to increase students' understanding in sports psychology courses using the experiential learning method, and what are the student learning outcomes in sports psychology courses using the PjBL learning method. Experiential Learning uses Kolb's Experiential Learning Cycle in its scope of the Project Based Learning model which also uses the PTK Kemmis and MC Taggart models to sort out the steps and stages of the learning presented. This research was applied to 38 students in the Sports Psychology Course in Class D. Kemmis and Taggart's Classroom Action Research (PTK) model uses 2 cycles starting from Analysis, Reflection, Action and Observation to the final step, Evaluation. The results of Cycle I, as many as 22 people (57%) completed, the rest did not meet the completion standards. After reflection was carried out, Cycle II was carried out based on the results of cycle I reflection, so that as many as 35 people out of 38 students or 92% of students completed it. Based on the research that has been carried out, there is an increase of 35% from cycle I to cycle II based on reflections carried out and comprehensive evaluations from lecturers and students.

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INTRODUCTION

Education is one of the most important aspects of human life (Ningrum, 2016). In the world of education, learning outcomes are a measure of how far an education has progressed. Learning outcomes are a description of the absorption of information, understanding and application of knowledge gained by students or education participants (Kanusta et all, 2021).

Learning outcomes are indicators of the success of students or education participants in understanding and mastering the material taught (Somayana, 2020). More specifically, learning outcomes include understanding concepts, mastery of skills, and the ability to apply knowledge in practical contexts (Magdalena et all, 2024).

In a broader view, learning outcomes also include the development of students' attitudes, morals and ethics (Nugraha, 2015). Learning outcomes are the basis for assessing whether educational institutions are successful in leading their students towards better understanding and fulfilling the required competencies (Setiawan et all, 2020).

Good learning outcomes can open the door to wider opportunities in a person's life (David, 2014). Students who understand the subject matter are considered to have greater potential to achieve academic and professional success.

a. Project Based Learning (PjBL)

Project Based Learning according to Anuar (2017) is a learning method that uses problems as the first step in collecting and integrating new knowledge based on experience with real activities in life. Project based learning is a learning method where students gain knowledge and skills by working over a long period of time to investigate and produce originality, relationships, complex questions, problems or competitions (Jalil & Shobrun, 2023). The techniques in PJBL will help students to solve problems and understand the material more deeply (Ariyanto, 2022).

Project based learning emphasizes student-centered learning when conducting an in-depth investigation of a topic (Boudersa & Hamada, 2015). Constructively, students explore or deepen their learning by taking a research-based approach to problems and questions that are meaningful, real and relevant (Condliffe B et all, 2017).

Figure 1. Project Based Learning Flow

Meanwhile, the learning procedure using the PJBL method can be described in a flow starting from presenting the problem to students to evaluating the performance achieved (Farhatika, 2023);

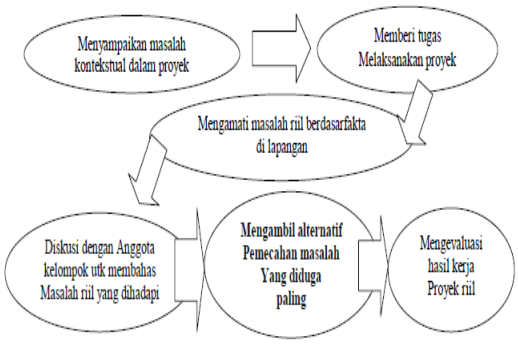

Figure 2. Project Based Learning Method Learning Cycle

b. Experiential Learning

Experiential learning is defined as a learning process in which knowledge is obtained from a form of experience, which combines understanding with the activities carried out (Latipah, 2017). In this experiential learning method, the learning media used is the experience of each individual who carries it out.

The experiential learning method allows students to learn by fulfilling all important aspects of the learning process, namely cognitive, affective and emotional (Sidiq et all, 2023). The fulfillment of all important aspects in the learning process can then create a deeper understanding for the students who do it (Bereiter, 2018).

Experiential learning is a holistic learning model, where a person learns, develops and grows (Candra et all, 2023). The use of the term experiential learning itself is intended to emphasize that experience has an important role in the learning process, and this is the difference between experiential learning and other learning models, such as cognitive learning theory or behaviorism (Abdurakhman, 2015 & Sepdanius et all, 2018).

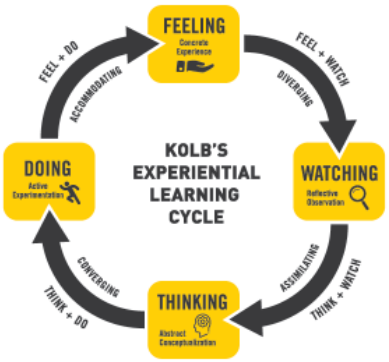

Figure 3. Experiential Learning Cycle
Source: redavenueindonesia.com

Experiential learning has six main characteristics, including (Darmansyah & Muktadir, 2023):

1. Learning is a holistic process, not the result of cognition alone
2. Learning is a continuous process based on experience
3. Learning is best interpreted as a process and not related to the results obtained
4. Learning involves the relationship between humans and the environment
5. Learning is the process of creating knowledge that is obtained as a result of the relationship between personal knowledge and social knowledge
6. Learning requires the resolution of a number of conflicts between dialectically opposing styles of adaptation to the world.

METHODS

The research that will be carried out is Classroom Action Research (CAR) which focuses on efforts to change the real conditions that exist now towards the expected conditions. This research is descriptive-quantitative research which aims to improve learning conditions in the classroom. Research conducted in class involves all students or subjects personally (Mardiana, 2022).

Based on the selected research, this research uses the research model from Kemmis and McTaggart, namely.

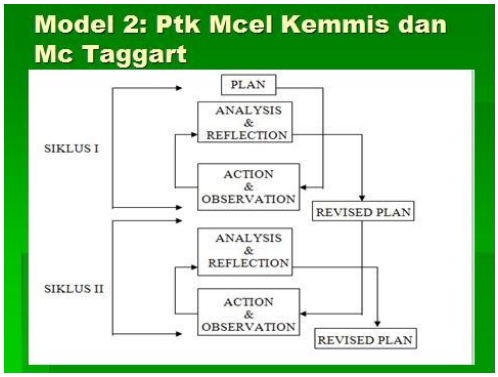

Figure 4. PTK Kemmis and MC Taggart models

Each cycle has planning, action, observation and reflection.

1. Planning
   An action plan is a structured action that must be prospective and look forward. The plans prepared include creating learning tools such as syllabi and Semester Learning Plans (RPS).
2. Implementation (action)
   The action taken to build students' understanding of concepts is the application of the Project based Learning learning model, using the concept of experiential learning.
3. Observation
   Observe the plans that have been made and the implementation of actions for students. Observation aims to control the overall design in the cycle so that it continues to be carried out and is effective in classroom action research
4. Reflection
   The act of reviewing or analyzing the impacts that occur from the actions and observations that have been made based on the observation sheet filled in by the observer. This reflection stage is a determining stage that can determine what action should be taken next. Whether the planning and actions that have been carried out have a good effect, or no effect at all on students. At this reflection stage, observers will be able to determine whether the cycle will be recreated by revising plans and actions so they can be on target.

RESULT

The research consisted of 2 cycles. In the first cycle, the lecturer has an action plan for students to make observations in the field regarding the athlete's expressive or emotional approach when the athlete competes.

After the design and action plan is carried out, then the action is carried out by the students, and based on the action, the lecturer makes observations to observe what happens to the students. Several things such as not having implemented several important

points in accordance with the RPS for the Sports Psychology Course, students not being able to read emotional expressions from other people well, reading expressions that are often disturbed by the words they say, and things that need to be asked further of athletes, makes the lecturer have to enter the reflection stage.

Reflection results from Cycle 1 showed that only 22 students or 57% of the sample passed based on the UTS results. Students are also not optimal in carrying out question and answer discussions. Another thing that is noted from cycle 1 is that researchers have not optimally provided the material that students will use in the learning process.

After implementing Cycle I, and based on reflection and evaluation from Cycle I, it is necessary to carry out Cycle II to improve student learning outcomes and understanding.

In the second cycle, the same thing as the first cycle was carried out again, however, in the second cycle the researchers/lecturers placed more emphasis on students' understanding of athletes' emotional conditions. So in the second cycle, students held in-depth discussions about emotional conditions in athletes that could occur during competition.

The results of the second cycle were proven to improve student learning outcomes. A total of 35 students or 92% of the total students in the sample were able to graduate and complete the Sports Psychology course. It can be concluded that the PTK activities carried out have a good impact on improving student learning outcomes in the Sports Psychology Course.

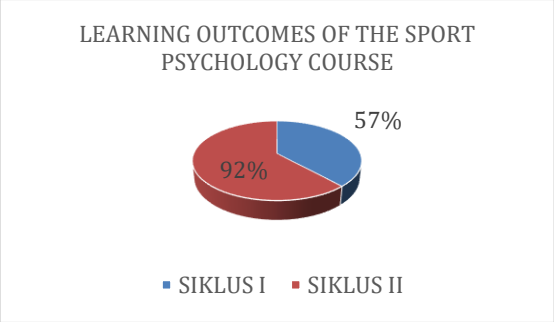

Figure 5. Student Learning Results

DISCUSSION

Based on the activities carried out in cycles I to cycle II, it was found that students' understanding of athletes' emotional conditions can influence athletes' mentality and performance on the field. There are many factors that can influence athletes both from within the athlete and from the environment. For example, spectators or supporters on the field have a negative impact, but also have a positive impact on some athletes.

The condition of an athlete's good performance is also very influential, apart from the experience and flying hours they have, the role of existing stakeholders such as parents, family, coaches, support teams and officials have their own roles that can influence an athlete on the field.

Observations Made In This Sports Psychology Course Provide Students With Real Experience (Experiential Learning) Which Can Increase Understanding And Knowledge In Accordance With The

Project Based Learning (Pjbl) Learning Concept.

CONCLUSION

Observations carried out in this Sports Psychology course provide students with real experience (experiential learning) which can increase their understanding and knowledge in accordance with the Project Based Learning (PjBL) learning concept.

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