

Efforts To Increase Students' Interest and Learning Activity Through The Pbl Learning Model In Obstacle Course Runs And Long Jump Learning Materials At Smp Negeri 3 Angkona

Junastri^{1*}, Junaidi²

¹²Magister of Pedagogy, Universitas Muhammadiyah Palopo, 91911, Indonesia

Corresponding Author Email: junastridjasman2018@gmail.com

Abstract

This study aims to increase students' interest and learning activity through the implementation of the Problem Based Learning (PBL) model in long jump materials using obstacle course running media at SMP Negeri 3 Angkona. The background of this study is the low interest and lack of activity among students in participating in Physical Education, Sports, and Health (PJOK) lessons. This study uses the Classroom Action Research (CAR) method, carried out in two cycles, each cycle consisting of planning, action implementation, observation, and reflection stages. The research subjects were students of class VIII at SMP Negeri 3 Angkona. Data collection techniques used observation, questionnaires, and documentation, meanwhile, the data analysis was conducted descriptively in both quantitative and qualitative ways. The results of the study indicate that the implementation of the PBL model can increase students' interest and activeness in learning. This is demonstrated by the increased student participation in the learning process as well as the improved scores on the learning interest questionnaire in each cycle. Thus, the implementation of the PBL model on long jump material through obstacle running media is effective in enhancing students' interest and activeness in learning at SMP Negeri 3 Angkona.

Keywords: Learning_interest; learning_activeness; Problem-Based_Learning (PBL); obstacle_running; long jump.

1. Introduction

Physical Education, Sports, and Health (PJOK) is an integral part of education aimed at developing motor skills, physical health, and the character of students. However, in reality, it is seen that students' interest and activeness in learning PJOK subjects, especially in long jump material, are still relatively low. Students tend to be passive, participate less in discussions, and show little enthusiasm in engaging in learning activities.

In this study, the problem to be addressed is how to increase students' interest and activeness in learning long jump at SMP Negeri 3 Angkona. Low student participation impacts the quality of learning, which is not optimal. [1] emphasizes that interest and activeness in learning are important factors in determining educational success, as both are directly related to students' motivation and participation.

Previous efforts by teachers included using the Conventional methods involve lectures and demonstrations. Although this method can help students understand the material, it is less able to foster active engagement and curiosity among students. According to [2], conventional teacher-centered learning often makes students passive and only receive information without the opportunity to develop critical thinking skills.

An aspect that has not been widely studied is the use of innovative learning models that not only emphasize physical aspects, but also encourage students to think critically, collaborate, and actively participate in physical education learning. In this regard, Problem Based Learning (PBL) becomes one of the relevant alternatives.

The proposed conceptual framework is the application of the PBL model by utilizing obstacle course running activities as a medium for teaching long jump. According to, PBL is a learning model that places students in real-world problem situations to stimulate critical thinking, collaboration, and problem-solving.[3] adds that PBL can enhance students' active engagement through hands-on experiences, making it more meaningful compared to traditional learning. In the context of Physical Education and Sports (PJOK), this approach is believed to integrate motor skill aspects with the development of active attitudes and learning interest.

The main objective of the research is to increase students' interest and learning activity through the application of the PBL learning model in obstacle running within the long jump material at SMP Negeri 3 Angkona. This research is expected to provide a tangible contribution in developing a more interactive, enjoyable, and student-centered PE learning strategy.

Literature Review

Theoretical Framework Problem Based Learning (PBL) is a student-centered learning model that places contextual problems as the starting point of the learning process. In PBL, students are faced with real-world problem situations that require them to identify the knowledge needed, work collaboratively to find solutions, and reflect on their learning process and outcomes. The core concepts of PBL include active learning, knowledge construction by students, contextual learning, and the development of metacognitive and social skills (such as communication and collaboration abilities). Theoretically, PBL enhances intrinsic motivation because relevant problems evoke curiosity and meaningful learning.

Several empirical studies indicate that it tends to increase students' engagement and motivation compared to traditional lecture methods. The mechanisms often mentioned are: (1) Active involvement in problem-solving triggers a sense of mastery and competence; (2) group work provides opportunities for participation and social support; (3) the reflection process strengthens understanding and a sense of ownership over learning outcomes. Therefore, the implementation of PBL is expected to enhance two central research indicators: learning

The implementation of PBL in motor skills learning (such as athletics) has specific characteristics. In addition to cognitive aspects, physical education learning requires physical practice, motor feedback, and structured repetition to develop skills. Research adapting PBL to the physical education domain reports that: (a) PBL facilitates students in solving movement technique problems (for example, how to improve the push-off in long jump) by combining analysis, practical experiments, and reflection; (b) PBL can increase motivation to practice due to clear goals and problems; (c) peer-to-peer collaboration assists the process of feedback observation and technique improvement. However, the effectiveness of PBL in motor skills often depends on the quality of teacher facilitation—how problems are designed, practice frequency, and quality of feedback.

Obstacle running involves elements of speed, coordination, agility, and rhythm regulation—all aspects that are relevant to the technical stages of the long jump (approach, take-off, flight phase, landing). When used as a learning activity, obstacle running offers: movement variety, challenges that make training more interesting, and opportunities to practice coordinative and rhythmic aspects in the context of small games or competitions.

Pedagogically, combining game/obstacle elements can enhance student engagement and facilitate the transfer of technical principles to actual long jump situations.

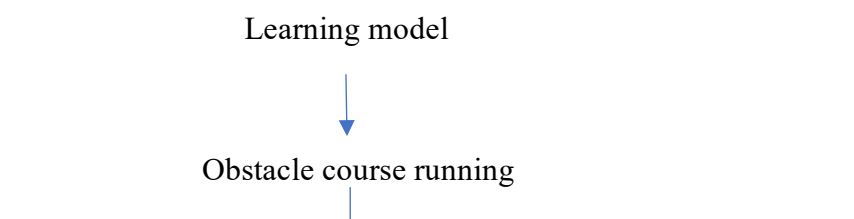
According to [4], PBL (Problem-Based Learning) enhances perceptions of competence and learning motivation through meaningful and collaborative learning experiences. This finding is relevant in explaining the increase in interest and participation when students are presented with real problems and opportunities to solve them in groups. [5] (research in Physical Education/Athletics) reported that adapting PBL in athletic learning can improve skill outcomes when accompanied by repeated practical exercises and structured feedback. Husnayadi emphasizes the importance of measuring skills using clear rubrics to demonstrate improvements in technique. Tanwisastra (long jump study) found that PBL combined with directed practice can improve long jump activity and learning outcomes, especially when learning problems are designed to target improvements in specific technical aspects (e.g., take-off point or approach rhythm). Overall, previous literature shows a consistent pattern: PBL increases motivation and engagement; when combined with structured practice, PBL can also enhance motor skills. Differences in study results are often caused by variations in intervention design (duration, training intensity, quality of teacher

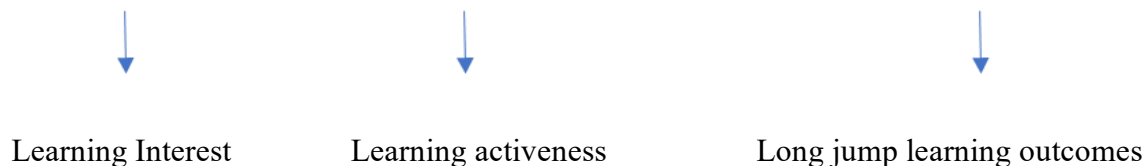
The integration of PBL and hurdle running in long jump learning offers complementary advantages: PBL provides a problem-solving and reflection framework, while hurdle running provides a practical context that trains important motor skills. Thus, this combination is expected to stimulate interest (through challenges and relevance), increase engagement (through functional exercises).

Although there is evidence that PBL is effective in the cognitive domain and some early studies in Physical Education have reported positive results, there are still gaps: few studies have tested the combination of PBL with specific media such as hurdle running for long jump learning at the junior high school level. In addition, variations in procedures – for example, how problems are designed, practice frequency, and methods of giving feedback – have not been standardized. This study fills this gap by testing the effectiveness of PBL + hurdle running on interest, participation, and long jump skills in the context of SMP Negeri 3 Angkona.

This conceptual framework outlines the relationships between the variables in this study:
Independent variable: PBL (Problem Based Learning) Learning Model
Intermediate variable: Obstacle course running activity as a medium for learning the long jump
Dependent variables:

- a. Learning interest
- b. Learning activeness
- c. Long jump learning outcomes





It means: That PBL combined with obstacle running will increase interest and activity, which in turn contributes to the improvement of long jump learning outcomes.

2. Methodology

The type of this research is Classroom Action Research (CAR) which aims to increase students' interest and activity in learning through the implementation of the Problem Based Learning (PBL) model in the obstacle run media for the long jump material at SMP Negeri 3 Angkona. The keywords used are: learning interest, learning activity, Problem Based Learning (PBL), obstacle run, long jump. The research subjects are eighth-grade students of SMP Negeri 3 Angkona in the 2025/2026 academic year, with the research object being the implementation of the Problem Based Learning (PBL) model to enhance students' interest and activity in learning the long jump material using obstacle run media. This research was conducted at SMP Negeri 3 Angkona in the Physical Education, Sports, and Health (PJOK) subject. This study uses a Classroom Action Research (CAR) design, carried out in two cycles, with each cycle consisting of four stages, namely:

- a. Planning
- b. Implementation
- c. Observation
- d. Reflection

The results of the reflection in cycle I will serve as the basis for improvements in cycle II. Data collection techniques are based on observation, questionnaires, and documentation. Data analysis techniques use both quantitative and qualitative descriptive analysis methods.

3. Result and Discussion

3.1 Result

Table 1. The Result of Research Observation

Observed aspects	Initial condition (Pre-cycle)	After the implementation of PBL	Improvements Found
Students' learning interest	Low, only about ±40% of students show enthusiasm in participating in learning	High, approximately 85% of students actively ask questions, experiment, and are enthusiastic in following the lessons	Interest in learning increased by 45%
Activeness in discussions	The class discussion is not lively; only a few students are involved.	Group discussions are more active, almost all students are involved in solving problems.	Activity increased significantly

Understanding of long jump concepts	Most students only know the basic theory and have difficulty relating it to practice.	Students are able to relate theory to practice through obstacle course running	Understanding of the concept has improved
Movement skills	The long jump movement is still stiff, coordination is lacking	Movements are more directed and coordination improves due to obstacle course running exercises.	Motor skills improve
Learning outcomes	Average student score: 65 (below the Minimum Competency Criteria)	Average student score: 82 (above the passing grade)	The average score increased by 17 points

3.2 Discussion

Comparison with previous researchers' findings shows that the implementation of PBL increased student learning activity in long jump from 56.6% to 85.0% [6]. The results are similar to this study: student activeness increased after using PBL with obstacle course running media.

PBL in long jump learning can improve student learning outcomes by about 28% [5]. This study supports that finding, with additional evidence that PBL also increases interest and activity, not just learning outcomes.

Through meta-analysis, it is emphasized that PBL is able to increase motivation and learning interest [4]. The results are in line with the findings of this study, where students' interest increased after the implementation of PBL.

Almost all studies support that PBL effectively enhances students' interest, participation, and learning outcomes, especially in PE subjects (long jump material). This research can fill a gap by focusing on obstacle running as a medium in PBL, which has not been widely studied in previous research.

4. Conclusion

The implementation of the Problem Based Learning (PBL) model with obstacle running media on long jump material at SMP Negeri 3 Angkona has been proven to increase students' interest and learning activity. This is demonstrated by the increase in learning interest scores from the sufficient category to good-very good, as well as the increase in students' activeness in discussing, asking questions, answering, cooperating, and participating in long jump practice.

The results of this study are in line with the theory according to, which states that problem-based learning encourages active student involvement in solving real-world problems, as evidenced in this study.

The findings of this study are also consistent with previous research results. [6] showed that PBL increased long jump learning activity from 56.6% to 85.0%. [5] found an increase in long jump learning outcomes of approximately 28% with the implementation of PBL. This is further supported by [4] through a meta-analysis affirming that PBL significantly enhances motivation and learning interest. Thus, this study reinforces the evidence that PBL is effective in improving students' motivation, interest, and active participation in PE learning.

The contribution of this research is to provide new innovations in the application of PBL through obstacle course media in long jump learning. This media has been proven to foster

students' enthusiasm, engagement, and enjoyment in the learning process, making it a viable alternative innovative teaching strategy for PE teachers.

5. Acknowledgement

Praise and gratitude the author expresses to Allah SWT, for by His grace this research could be carried out. The author would like to thank her husband for his assistance in making the obstacle course media and express appreciation to the reviewers who provided constructive feedback in improving this manuscript, the early readers (colleague readers) who helped to correct the content of the writing, as well as the Principal, technicians, and colleagues at SMP Negeri 3 Angkona who assisted in the implementation of the research activities, especially in providing facilities and technical support for learning. Not to forget, sincere thanks are also extended to the students who actively and enthusiastically participated, allowing this research to run smoothly.

May all the assistance provided become a good deed and bring benefits to the development of education, especially in PJOK learning.

6. Reference

- [1] A. M. Sardiman, *Interaction and Learning Motivation*. Jakarta: PT RajaGrafindo Persada, 2011.
- [2] W. Sanjaya, *Learning Strategies Oriented to Educational Process Standards*. Jakarta: Kencana, 2013.
- [3] Rusman, *Developing Teacher Professionalism*. Jakarta: Raja Grafindo Persada, 2016.
- [4] L. Wijnia and others, "The Effects of Problem-Based, Project-Based, and Case-Based Learning on Students' Motivation: A Meta-Analysis," *Educ Res Rev*, vol. 17, pp. 12–25, 2024.
- [5] Husnayadi, "The Effect of Problem-Based Learning Methods on Long Jump Learning Outcomes in Primary School Students," *International Journal of Sports Education*, vol. 5, no. 3, pp. 120–130, 2024.
- [6] K. Tanwisastro, Kanca, and Dantini, "PBL Model Improves Activity and Learning Outcomes of the Squat Style Long Jump," *Journal of Sports Education*, vol. 10, no. 1, pp. 56–62, 2022.