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Efforts to improve students' personality learning outcomes using small ball learning through Project 5-based pétanque

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Abstract: This study examined the effectiveness of P5-based Petanque learning in enhancing students' personality through physical education. Using two-cycle classroom action research with 11th-grade students at SMA Negeri 1 Karangtengah, Cianjur, data were collected through observation, questionnaires, and documentation, then analyzed descriptively and quantitatively. Results showed notable improvements in personality, activity, and learning outcomes, with all students meeting competency standards in the second cycle. Of the 44 students, 36 (82%) exceeded the minimum passing grade of 75, meaning no students fell below the passing grade. The lowest recorded score was 61, while the highest was 90. The total score for the class reached 3,380 with an average of 77. Compared to Cycle I where only 36 students (82%) achieved a passing grade with an average score of 77, Cycle II showed a significant improvement. The number of students who achieved proficiency increased to 36 students (82%), indicating an 82% increase in proficiency, accompanied by an increase in the class average score of 77 pointsThe study concludes that integrating Petanque with the P5 approach effectively strengthens character and supports meaningful, holistic physical education learning.

Keywords: Personality Learning, Physical Education, Project 5-Based

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Introduction

Physical education plays an essential role in shaping students' character and overall personality development. Small ball games, including petanque, are integral components of physical education that encourage cooperation, precision, and discipline. Petanque, originating from France, involves throwing metal balls (boules) as close as possible to a small wooden ball (cochonnet), and can be played individually or in teams, making it engaging and competitive (Hanief and Purnomo 2019).This research was conducted in response to the growing need to integrate character education within physical education through innovative methods such as the Pancasila Student Profile Strengthening Project (P5). According to (Wijaya et al. 2021), petanque evolved from an ancient Greek game dating back to the 6th century BC and has become accessible for all ages, both recreationally and competitively (Juhanis, Benny, and Nur 2019). The sport entered Indonesia in 2011 with the establishment of the Indonesian Petanque Sports Federation

(FOPI) during preparations for the SEA Games, aiming to develop and popularize the sport nationally (Permadi, Lubis, and Yusuf 2020); (Ristanto et al. 2023). A national training center was also built in Jakabaring, Palembang, as part of this initiative. (Faizal 2022) explains that physical activity serves multiple purposes, from improving health and fitness to providing recreation and stress relief. At SMA Negeri 1 Karangtengah, Cianjur, the implementation of the Independent Curriculum (Kurikulum Merdeka) allows teachers to adapt learning materials to students' needs. This curriculum emphasizes the realization of the Pancasila Student Profile (P5), which is a core component for developing character-based education (Jannah, Irtifa, and Zahra 2022). As stated by (Ramadhan and Warneri 2023), the Independent Curriculum focuses on developing students' character, competencies, and creativity from an early stage. The P5 program highlights values aligned with Pancasila, such as cooperation, independence, and critical thinking (Farma 2024). The P5-based project approach in physical education encourages students to practice moral values and teamwork while engaging in small ball games like petanque (Rachmadany and Rifma 2024). The Pancasila Student Profile consists of six core dimensions: faith and piety to God Almighty, noble character, global diversity appreciation, cooperation, critical reasoning, creativity, and independence (Okpatrioka, Sari, and Zhafirah 2023). Through P5, students are expected to

Internalize these values while participating actively in learning activities that promote both physical and moral development. (Nasution, Nasrulloh, and Pambagyo 2023) and (Festiawan 2020) describe learning as an activity involving environmental organization to facilitate meaningful experiences for students. Physical Education, Sports, and Health (PJOK) is thus an integral part of Indonesia's education system (Putra, Artanayasa, and Wijaya 2019). This subject develops students' cognitive, affective, and psychomotor domains through structured physical activities (Ermadinoto 2016). Motivation, as (Yogi Fernando, Popi Andriani, and Hidayani Syam 2024) suggest, is a critical factor influencing learning success. According to Gressner and Gressner (2018), personality represents a set of unique characteristics that influence how individuals interact and respond to others. Personality development can be supported through physical education that fosters cooperation, discipline, and responsibility. Kemp, Dick, and Carey (Khoerunnisa and Aqwal 2020) argue that effective learning strategies involve systematic materials and methods designed to achieve optimal outcomes, while Joyce and Weil's model-based teaching (Khoerunnisa and Aqwal 2020) emphasizes social and personal learning dimensions relevant to PJOK. Freud's theory (Gressner and Gressner 2018) divides human psychology into three aspects: the id, ego, and superego, which together shape individual behavior and decision-making. Petanque as part of small ball games requires both technical mastery and psychological control. The two main techniques pointing and shooting demand precision, focus, and strategy (Bustomi et al. 2020);(Nadzifah et al. 2024). Mastering both techniques enables players to adapt effectively in varying game situations (Mahasiswa and Olahraga 2024). Based on the theoretical

framework above, this study aims to determine the effectiveness of applying P5-based petanque learning in improving students' personality within physical education classes. The hypothesis proposed is that implementing the P5 approach through petanque activities positively influences students' character development, learning engagement, and overall personality growth.

Materials and Methods

The propose to divide this section into subsections: Participants, Protocol, Statistical analysis, Ethics committee. This research is a classroom action research (CAR). The purpose of this research is to improve students' personality learning outcomes through learning the small ball game petanque based on p5. The CAR was designed and implemented in two cycles using the Kemmis and MC Taggart models. Each cycle includes four stages of research activities: planning, acting, observing, and reflecting (Lutfiani, Saefuddin, and Rohaniawati 2021). The classroom action research cycle is illustrated in Figure 1.

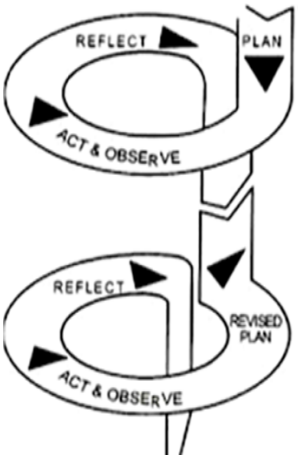


Figure 1. Kemmis and MC Taggart Model. Source:(Aliyyah dkk., 2021) .

This study involved 11th-2 grade students of SMA Negeri 1 Karangtengah Cianjur as participants. All students in the class, consisting of 17 male students and 27 female students, for a total of 44 people, became the research subjects. The research activities took place at SMA Negeri 1 Karangtengah, which is located on Jl. Sukasarana, Karangtengah District, Cianjur Regency, West Java 43281.A research instrument is a tool used to measure the variables under study. This study used a student personality questionnaire developed by the researcher based on the dimensions of the Pancasila Student Profile (P5), such as faith and piety, cooperation, independence, critical thinking, global diversity, and creativity.

This questionnaire uses a Likert scale with four response options: positive and negative statements. The questionnaire was distributed online via Google Forms. Each questionnaire item was structured based on indicators relevant to the aspect of student personality being measured.

Data analysisData were analyzed descriptively and quantitatively to assess student personality development in each learning cycle. The analysis technique used included calculating the percentage of completion based on the number of students meeting the Learning Objective Achievement Criteria (KKTP).

Results and Discussion

To obtain an initial overview of changes in student behavior and personality during Cycle I of learning, researchers conducted observations. These observations were conducted after the Cycle I am learning process, which used the Pancasila Student Profile Strengthening Project (P5) learning model, based on the small ball game Petanque

Table 1. Student Learning Outcomes in Cycle 1

CYCLE I				
NO	MARK	FREQUENCY	PERCENTAGE	
1	50-74	20	45%	NOT YET PASSED
2	75-100	24	55%	PASSED
Minimum Value		61		
Maximum Value		90		
Average value		75		
Number of Values		3298		

Observations in Cycle I aimed to monitor student character development after participating in the Pancasila Student Profile (P5) project-based learning using the small ball game Petanque. Data collection was conducted through direct observation, student personality assessments, and documentation of learning outcomes. Of the 44 students, 24 (approximately 55%) met the passing grade, with the lowest score set at 61 on the personality aspect, while the remaining 20 students (45%) fell below the expected threshold. The highest score achieved by a student in this cycle was 90, with a total overall score of 3,298 and a class average of 75.

Overall, observations from Cycle I indicate that the learning approach implemented has begun to have a positive impact on strengthening students' personality values, although further strategies are needed in subsequent cycles to improve outcomes for students who have not yet met the criteria. The Cycle I diagram is presented below after the intervention. Data obtained from Cycle I are presented below:

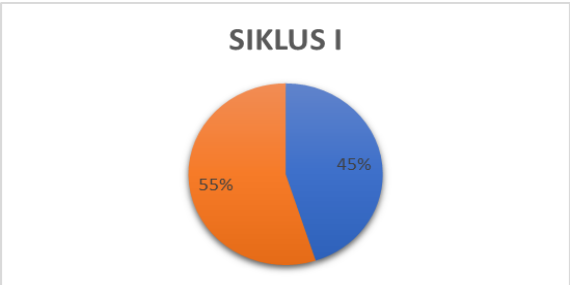


Figure 2. Learning Outcomes of Cycle I. Source: Primary Data 2025

Of the 44 students who participated in Cycle I, 20 students (45%) did not meet the Minimum Passing Criteria (KKM). Meanwhile, 24 students (55%) achieved the set standard. The increase in the number of students who successfully achieved the KKM and the decrease in the number of students who did not meet the criteria indicate progress in the learning process after implementing the Pancasila Student Profile Strengthening Project (P5) learning strategy through Pétanque sports activities. This indicates that the learning approach used has had a positive impact on student personality development through active, collaborative, and meaningful activities. In Cycle II, researchers again observed and recorded the classroom learning process. This activity aimed to assess the extent of student personality changes after exposure to the Pancasila Student Profile Strengthening Project (P5)-based learning approach using the game of Pétanque.

Observations were conducted using an instrument specifically designed to measure students' personality dimensions. This instrument was tailored to the research needs and referenced relevant indicators. Observation data during the learning process in Cycle II was systematically recorded and presented in the table below to provide a clearer picture of the development of students' personality aspects after the intervention.

Table 2. Learning Results of Cycle II

CYCLE II				
NO	MARK	FREQUENCY	PERCENTAGE	
1	50-74	8	18%	NOT YET PASSED
2	75-100	36	82%	PASSED
Minimum Value		61		
Maximum Value		90		
Average value		77		
Number of Values		3380		

Based on observations in Cycle II, it was apparent that student personality development through P5-based Petanque learning experienced significant improvement. Of the 44 students, 36 (82%) exceeded the minimum passing grade of 75, meaning no students fell below the passing grade. The lowest recorded score was 61, while the highest was 90. The total score for the class reached 3,380 with an average of 77. Compared to Cycle I where only 36 students (82%) achieved a passing grade with an average score of 77, Cycle II showed a significant improvement. The number of students who achieved proficiency increased to 36 students (82%), indicating an 82% increase in proficiency, accompanied by an increase in the class average score of 77 points. This shows that improvements in teaching strategies, including strengthening course content, adapting teaching modules, and implementing more structured practice activities, have had a positive impact on students' overall personality development.

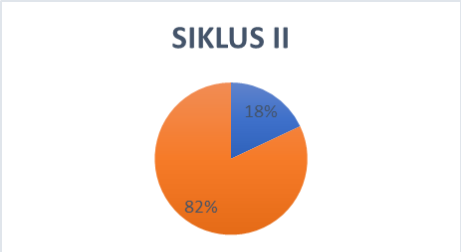


Figure 3: Learning Outcome Cycle II Data: Primary 2025

Based on observations during the learning process, there was positive development in both student activities and learning achievement between Cycle I and Cycle II. In Cycle I, the classical completion rate was 55%, meaning that out of a total of 44 students, only 24 students achieved the Minimum Completion Criteria (KKM). Meanwhile, in Cycle II, there was an increase in classical completion to 82%, with 44 students meeting the established KKM standards. Based on observations during the learning process, there was positive development in both student activities and learning achievement between Cycle I and Cycle II. In Cycle I, the classical completion rate was 55%, meaning that out of a total of 44 students, only 24 students achieved the Minimum Completion Criteria (KKM). Meanwhile, in Cycle II, there was an increase in classical completion to 82%, with 44 students meeting the established KKM standards.

Reflection

After the entire series of actions in cycle II were implemented, the researchers conducted reflections and discussions on the process and results obtained. The analysis results showed a significant increase in student learning achievement. Classical learning completion exceeded the target of 82%, indicating that many students had achieved the Minimum Completion Criteria (KKM). Based on these achievements, it was agreed that the Classroom Action Research process could be declared complete because it had met the previously established success indicators. This study has several limitations that should be considered. First, the study was conducted only on students at SMA Negeri 1 Karangtengah, so the results cannot necessarily be generalized to other schools with different conditions. Second, the study's duration was relatively short, making it unable to describe the long-term impact of P5-based petanque learning. Third, this study focused more on improving students' personality, while other aspects such as technical skills or sports achievements were not discussed in depth. Fourth, there were external factors such as individual motivation, environmental support, and the availability of sports facilities outside of school that were not fully within the researcher's control.

Discussion

Based on the data collected from Cycle I to Cycle II, the final data shows an improvement in the learning process, especially in the aspects of personality, activity, and learning outcomes of students of class XI-2 Phase F of SMA Negeri 1 Karangtengah Cianjur, in the subject of Physical Education, Sports, and Health, with the main material of the small ball game petanque. The description of the research results from Cycle I and II are as follows: Learning in Cycle I was implemented systematically through teaching modules tailored to students' characteristics and learning needs, ensuring they could meet their learning needs at the end of the cycle. The results of Cycle I showed that 24 students (55%) had achieved the Minimum Competency (KKM) and 32 students (44%) had not. In Cycle II, the learning of petanque ball game based on P5 showed optimal results compared to Cycle I. Learning activities in Cycle II focused on deepening the learning material and adding variations of exercises so that students could understand the material easily and enjoyably. Thus, the learning of petanque ball game based on P5 for class XI-2, Phase F, SMA Negeri 1 Karangtengh, Cianjur, can be said to be successful. After evaluating the learning process that has taken place for two cycles, the P5-based learning approach can be used as a reference for subsequent learning, while less than optimal learning can be reviewed for improvement or refinement of the quality of learning. The application of petanque ball game learning based on P5 in Physical Education (PJOK) has proven successful in developing students' personalities.

Conclusion

Based on the research that has been conducted, the results of data analysis show that the use of small ball games in the P5-based petaanque sport can improve student activity and learning outcomes in Physical Education, Sports, and Health learning. This conclusion is based on the results of observations of the learning process carried out for two cycles, in cycle I students who achieved the Learning Objective Achievement Criteria (KKTP) amounted to 24 students out of 44 students, and in cycle II students who achieved KKTP amounted to 36 students out of 44 students. So that classical completeness at the end of the cycle reached more than 82% of students who were declared to have completed learning.

Conflicts of Interest: Declare conflicts of interest or state “The authors declare no conflict of interest.”

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