

ABSTRAK

Somenada, I Wayan (2022), Pengaruh model pembelajaran dan motivasi berprestasi terhadap hasil belajar *passing* bolavoli. Tesis, Pendidikan Olahraga (S2), Pascasarjana, Universitas Pendidikan Ganesha.

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Kata Kunci: Model pembelajaran, hasil belajar, *passing* bolavoli, motivasi berprestasi.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran terhadap hasil belajar *passing* bolavoli ditinjau dari motivasi berprestasi pada peserta didik kelas V di SDN 3 Banjar Jawa. Rancangan penelitian yang digunakan adalah *quasi experimental* yang dilaksanakan dengan menggunakan desain faktorial 2 x 2 dengan menerapkan *treatment by level*. Subjek penelitian ini adalah 64 orang peserta didik yang dipilih dengan menggunakan teknik *simple random sampling*, dan selanjutnya dibagi menjadi 2 (dua) kelompok (model pembelajaran kooperatif tipe STAD dan model pembelajaran langsung), dan ditinjau berdasarkan tingkat motivasi berprestasi (tinggi dan rendah). Hasil belajar dibandingkan nilai *pretest* dan *post-test*, dan selanjutnya dilakukan uji ANAVA. Hasil analisis didapatkan bahwa: 1) Hasil belajar *passing* bolavoli peserta didik yang mengikuti model pembelajaran kooperatif tipe STAD lebih baik daripada yang mengikuti model pembelajaran langsung ($F_{hitung} = 9,405 > F_{tabel} = 4,171$, H_0 ditolak); 2) Terdapat interaksi antara model pembelajaran dan motivasi berprestasi terhadap hasil belajar *passing* bolavoli ($F_{hitung} = 48,351 > F_{tabel} = 3,998$, sehingga H_0 ditolak); 3) Pada peserta didik dengan motivasi berprestasi tinggi, peserta didik yang mengikuti model pembelajaran kooperatif tipe STAD, hasil belajar *passing* bolavoli yang mengikuti model pembelajaran kooperatif tipe STAD lebih baik daripada yang mengikuti model pembelajaran langsung ($t_{hitung} = 8,143 > t_{tabel(30)} = 1,697$, H_0 ditolak); dan 4) Pada peserta didik dengan motivasi berprestasi rendah, hasil belajar *passing* bolavoli yang mengikuti model pembelajaran langsung lebih baik daripada yang mengikuti model pembelajaran kooperatif tipe STAD ($t_{hitung} = 2,436 > t_{tabel(28)} = 1,701$, H_0 ditolak). Dapat disimpulkan bahwa penerapan model pembelajaran kooperatif tipe STAD terbukti dapat meningkatkan hasil belajar *passing* bolavoli peserta didik kelas V di SDN 3 Banjar Jawa, jika dibandingkan dengan penerapan model pembelajaran langsung. Motivasi berprestasi terbukti dapat mempengaruhi hasil belajar *passing* bolavoli disamping menerapkan model pembelajaran. Dalam meningkatkan hasil belajar *passing* bolavoli, penerapan model pembelajaran harus memperhatikan motivasi berprestasi peserta didik. Guru diharapkan dapat lebih inovatif menyusun dan menerapkan model pembelajaran sehingga dapat menimbulkan motivasi yang tinggi selama proses pembelajaran.

ABSTRACT

Somenada, I Wayan (2022), *The effect of learning models and achievement motivation on volleyball passing learning outcomes. Thesis, Sports Education (S2), Postgraduate, Ganesha University of Education.*

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Keywords: learning model, learning outcomes, volleyball passing, achievement motivation.

This study aims to determine the effect of learning models on volleyball passing learning outcomes in terms of achievement motivation in fifth grade students at SDN 3 Banjar Jawa. The research design used was quasi-experimental which was carried out using a 2 x 2 factorial design by applying treatment by level. The subjects of this study were 64 students who were selected using simple random sampling technique, and then divided into 2 (two) groups (the STAD type cooperative learning model and the direct learning model), and reviewed based on the level of achievement motivation (high and low). The learning outcomes were compared with the pretest and post-test scores, and then the ANOVA test was performed.

The results of the analysis showed that: 1) The volleyball passing learning outcomes of students who followed the STAD type cooperative learning model were better than those who followed the direct learning model ($F_{count} = 9.405 > F_{table} = 4.171$, H_0 was rejected); 2) There is an interaction between the learning model and achievement motivation on the learning outcomes of volleyball passing ($F_{count} = 48.351 > F_{table} = 3.998$, so H_0 is rejected); 3) For students with high achievement motivation, students who follow the STAD type of cooperative learning model, the results of volleyball passing learning that follow the STAD type of cooperative learning model are better than those who follow the direct learning model ($t_{count} = 8.143 > t_{table}(30) = 1.697$, H_0 is rejected); and 4) For students with low achievement motivation, volleyball passing learning outcomes that follow the direct learning model are better than those who follow the STAD type cooperative learning model ($t_{count} = 2.436 > t_{table}(28) = 1.701$, H_0 is rejected). It can be concluded that the application of the STAD type cooperative learning model is proven to be able to improve the volleyball passing learning outcomes of fifth grade students at SDN 3 Banjar Jawa, when compared to the application of the direct learning model. Achievement motivation has been proven to affect volleyball passing learning outcomes in addition to applying the learning model. In improving the learning outcomes of volleyball passing, the application of the learning model must pay attention to the achievement motivation of students. Teachers are expected to be more innovative in compiling and implementing learning models so that they can lead to high motivation during the learning process.