

**PENGARUH MODEL *PROJECT BASED BLENDED LEARNING*
BERBASIS TRI HITA KARANA DAN *SELF EFFICACY* TERHADAP
PRESTASI BELAJAR DAN KETERAMPILAN *MASSAGE***

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ABSTRAK

Pendidikan di Abad 21 menuntut penerapan teknologi, penguasaan keterampilan *creativity, critical thinking, collaboration, communication*, dan perbaikan karakter yang dapat meningkatkan prestasi belajar. Penelitian ini bertujuan untuk mengetahui 1) perbedaan prestasi belajar dan keterampilan *massage* antara mahasiswa yang belajar dengan *project based blended learning* berbasis THK dengan *direct instruction*; 2) perbedaan prestasi belajar dan keterampilan *massage* antara mahasiswa yang memiliki *self efficacy* tinggi dan yang rendah; dan 3) pengaruh interaktif antara model dan *self efficacy* terhadap prestasi belajar dan keterampilan *massage*. Penelitian ini merupakan penelitian eksperimen semu dengan rancangan *pretest-posttest nonequivalent control group*. Populasi penelitian ini adalah sebanyak sembilan kelas mahasiswa yang mengambil mata kuliah *massage* olahraga di Fakultas Olahraga dan Kesehatan, Undiksha tahun pelajaran 2021/2022. Delapan kelas dipilih sebagai sampel dengan teknik *group random sampling* dan dibagi menjadi dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol. Data *self efficacy* dikumpulkan dengan kuesioner, data prestasi belajar *massage* dengan tes pilihan ganda dan data keterampilan diambil dengan tes keterampilan *massage*. Data dianalisis secara deskriptif dan *multivariate analysis of covariance* dengan taraf signifikansi 5%. Hasil penelitian menunjukkan bahwa terdapat perbedaan prestasi belajar dan keterampilan *massage* antara mahasiswa yang belajar dengan model *project based blended learning* berbasis THK dan *direct instruction*, dengan hasil yang lebih baik pada mahasiswa yang belajar dengan model *project based blended learning* berbasis THK. Perbedaan *self efficacy* yang dimiliki mahasiswa berdampak pada perolehan prestasi belajar dan keterampilan *massage*. Model *project based blended learning* berbasis THK dengan *direct instruction* akomodatif terhadap mahasiswa dengan *self efficacy* tinggi dan rendah. Berdasarkan hasil penelitian, dapat disimpulkan bahwa *project based blended learning* berbasis THK dan *self efficacy* secara signifikan berpengaruh terhadap prestasi belajar dan keterampilan *massage*.

Kata kunci: model project based blended-learning, self efficacy, prestasi belajar dan keterampilan.

THE EFFECT OF PROJECT-BASED BLENDED LEARNING BASED TRI HITA KARANA AND SELF EFFICACY ON LEARNING ACHIEVEMENT AND MASSAGE SKILLS

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ABSTRACT

Education in the 21st Century demands the application of technology, mastery of creativity skills, critical thinking, collaboration, communication, and character improvement that can increase learning achievement. The aims of this study were 1) described the differences in learning achievement and massage skills between students learning with project-based blended learning based THK and direct instruction, 2) described the differences in learning achievement and massage skills between students who have high self-efficacy and low, 3) described the interactive effect between the model and self-efficacy on learning achievement and massage skills. This research is a quasi-experimental study with pretest-posttest nonequivalent control group design. The population was 9 classes that taking sports massage courses at the Faculty of Sports and Health, Undiksha, academic year 2021/2022. Eight classes were selected as samples with a group random sampling technique and divided into two groups, namely the experimental group and the control group. Self-efficacy data were collected by using questionnaires, massage learning achievement data by multiple choice tests and skill data by skill test of massage. The data were analyzed descriptively and multivariate analysis of covariance with a significance level of 5%. The results showed that, there were differences in learning achievement and massage skills between students who studied with those models, in which the students who studied with the project-based blended learning based THK model showed a better result. The difference in self-efficacy possessed by students has an impact on the acquisition of learning achievement and massage skills. Project-based blended learning based THK model with accommodative direct instruction for students with high and low self-efficacy. Based on the results of the study it can be concluded that THK-based project-based blended learning and self-efficacy significantly influence learning achievement and massage skills.

Keywords: *project-based blended-learning model, self-efficacy, learning achievement and skills*