

ABSTRAK

Antara, I Dewa Made Suwika (2023), *Model Discovery-Inquiry Learning Meningkatkan Hasil Belajar Aktivitas Fisik Ditinjau dari Motivasi Belajar*.

Tesis, Pendidikan Olahraga, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I: Dr. H. Wahjoedi, dan Pembimbing II: Dr. I Ketut Iwan Swadesi.

Kata-kata kunci: *discovery-inquiry*, aktivitas fisik, hasil belajar, motivasi belajar

Penelitian ini bertujuan untuk mengetahui dan menganalisis pengaruh model *discovery-inquiry learning* dan motivasi belajar terhadap hasil belajar aktivitas fisik pada peserta didik kelas XI SMA negeri 1 Tabanan. Penelitian ini termasuk jenis penelitian eksperimen dengan rancangan *treatment by level 2x2*. Populasi dalam penelitian ini adalah seluruh siswa kelas XI SMA Negeri 1 Tabanan tahun pelajaran 2021/2022 yang terdiri dari sebelas kelas. Teknik sampling yang digunakan adalah teknik *simple random sampling*. Dengan teknik ini diperoleh dua kelas sebagai kelompok eksperimen dan dua kelas sebagai kelompok kontrol. Data yang diperoleh dianalisis dengan analisis varians dua jalur, dilanjutkan dengan uji *Tukey* untuk menentukan kelompok mana yang lebih unggul. Hasilnya menunjukkan bahwa: (1) hasil belajar aktivitas fisik peserta didik yang mengikuti model *discovery-inquiry learning* lebih baik dari peserta didik yang mengikuti model pembelajaran langsung ($\bar{X}A1 = 35,188 > \bar{X}A2 = 34,250$; $F = 4,469$; $p\text{-value} < 0,05$); (2) terdapat interaksi antara model pembelajaran dan motivasi belajar terhadap hasil belajar aktivitas fisik ($F = 36,728$; $p\text{-value} < 0,05$); (3) hasil belajar peserta didik yang mengikuti model *discovery-inquiry learning* lebih baik dari peserta didik yang mengikuti model pembelajaran langsung pada peserta didik dengan motivasi belajar tinggi ($\bar{X}A1B1 = 38,83 > \bar{X}A2B1 = 35,21$; $p\text{-value} < 0,05$); dan (4) hasil belajar peserta didik yang mengikuti model *discovery-inquiry learning* lebih rendah dari peserta didik yang mengikuti model pembelajaran langsung pada peserta didik dengan motivasi belajar rendah ($\bar{X}A1B2 = 31,54 < \bar{X}A2B2 = 33,29$; $p\text{-value} < 0,05$). Implikasi dalam penelitian ini adalah: (1) *discovery-inquiry* merupakan salah satu model pembelajaran alternatif untuk pembelajaran aktivitas fisik, dan (2) penerapan model *discovery-inquiry learning* dalam pembelajaran hendaknya mempertimbangkan motivasi belajar peserta didik.

ABSTRACT

Antara, I Dewa Made Suwika (2023), *The Discovery-Inquiry Learning Model Improves Physical Activity Learning Outcomes in terms of Learning Motivation*. Thesis, Sport Education, Postgraduate Programme of Pendidikan Ganesha University.

This Thesis has been supervised and approved by first Supervisor: Dr. H. Wahjoedi, and second Supervisor: Dr. I Ketut Iwan Swadesi.

Keywords: discovery-inquiry, physical activity, learning outcomes, learning motivation

This study is aimed in finding out and analyzing the effect of the discovery-inquiry learning model learning motivation on learning outcomes of physical activity of students of the eleventh grade of SMA Negeri 1 Tabanan. This study is an experimental research using treatment by level 2x2. The population is consisted of all of the eleven classes of students of the eleventh grade of SMA Negeri 1 Tabanan in the school year 2021/2022. The study used simple random sampling. By using this sampling technique two classes were used as the experiment group and the other two classes as the control group. The data were analyzed by two-way analysis of variance, which was followed by Tukey test to determine which group was better than the other. The result showed that: (1) learning outcomes of physical activity of students who studied the discovery-inquiry learning model was better than students who studied the direct instruction model ($\bar{X}A1 = 35,188 > \bar{X}A2 = 34,250$; $F = 4,469$; $p\text{-value} < 0,05$); (2) there was an interaction between the learning model and learning motivation on the learning outcomes of physical activity ($F = 36,728$; $p\text{-value} < 0,05$); (3) learning outcomes of students who studied with the discovery-inquiry learning model was better than students who studied with the direct instruction model of students with high learning motivation ($\bar{X}A1B1 = 38,83 > \bar{X}A2B1 = 35,21$; $p\text{-value} < 0,05$); dan (4) learning outcomes of students who studied with the discovery-inquiry learning model was lower than students who studied with the direct instruction model of students with low learning motivation ($\bar{X}A1B2 = 31,54 < \bar{X}A2B2 = 33,29$; $p\text{-value} < 0,05$). Implications in this study are: (1) discovery-inquiry is one of the alternative learning models for learning physical activity, and (2) in applying discovery-inquiry learning model in learning should consider students' learning motivation.