ABSTRAK

Marettini, Ni Luh (2022), Pengaruh Model Pembelajaran Teaching Games for Understanding (TGfU) dan Metode Demonstrasi Terhadap Hasil Belajar Lompat Jauh Peserta Didik.

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Penelitian ini bertujuan untuk mengetahui (1) pengaruh model pembelajaran TGfU terhadap hasil belajar lompat jauh peserta didik kelas V SDN 3 Banjar Jawa, (2) pengaruh model pembelajaran demonstrasi terhadap hasil belajar lompat jauh peserta didik kelas V SDN 3 Banjar Jawa, (3) perbedaan hasil belajar lompat jauh antara kelompok peserta didik yang mengikuti model pembelajaran TGfU dan kelompok peserta didik yang mengikuti metode demonstrasi di SDN 3 Banjar Jawa.

Penelitian ini merupakan penelitian eksperimen semu *(quasi experimental)* dengan rancangan *randomazed control group pretest-posttest design,* sampel yang digunakan dalam penelitian ini berjumlah 30 orang peserta didik SDN 3 Banjar Jawa yang dipilih dengan menggunakan teknik *simple random sampling*, dan selanjutnya dibagi menjadi 2 (dua) kelompok (model pembelajaran Teaching Games for Understanding (TGfU) dan metode demonstrasi, hasil belajar dibandingkan nilai *pretest* dan *post-test*, dan selanjutnya dilakukan uji-t *(two sample t-Test)*.

Hasil penelitian menunjukkan untuk hipotesis pertama dilakukan dengan uji-t *(paired samples test)* diperoleh nilai sebesar $t_{kognitif}$ = 13,706; $t_{psikomotor}$ = 15,254 ; $p<0,05$. Hipotesis kedua dengan uji-t *(paired samples test)* diperoleh nilai $t_{kognitif}$ = 11,417; $t_{psikomotor}$ = 10,018; $p<0,05$. Hipoteis yang ketiga dengan uji-t *(two sample t-Test)* diperoleh $t_{kognitif}$ = 4,853; $t_{psikomotor}$ = 3,297; $p<0,05$, dengan rata-rata kognitif dan psikomotor pembelajaran TGfU dan metode demonstrasi masing-masing sebesar $\overline{X}_{kog\ TGfU}$ = 85,83, $\overline{X}_{kog\ Demontrasi}$ =81,33 dan $\overline{X}_{psi\ TGfU}$ = 87,20, $\overline{X}_{psi\ demontrasi}$ = 80,50. Berdasarkan hasil yang diperoleh dapat disimpulkan bahwa terdapat (1) pengaruh yang signifikan model pembelajaran TGfU terhadap hasil belajar lompat jauh peserta didik kelas V SDN 3 Banjar Jawa, (2) pengaruh yang signifikan model pembelajaran demonstrasi terhadap hasil belajar lompat jauh peserta didik kelas V SDN 3 Banjar Jawa, dan (3) hasil belajar lompat jauh antara kelompok peserta didik yang belajar dengan model pembelajaran TGfU lebih baik dari kelompok peserta didik yang belajar dengan metode demonstrasi di SDN 3 Banjar Jawa. Berdasarkan kesimpulan yang diperoleh maka dapat disarankan bahwa guru dapat menggunakan model pembelajaran TGfU dengan model lain untuk membentuk proses belajar mengajar yang lebih baik, menggunakan model pembelajaran TGfU pada materi yang lain, kepada peneliti lain yang meneliti hasil belajar agar memperhatikan variabel-variabel lain yang berpengaruh terhadap hasil belajar peserta didik

Kata-kata kunci: Model pembelajaran *Teaching Games for Understanding*, metode demonstrasi, hasil belajar

ABSTRACT

Marettini, Ni Luh (2022), The Influence of the Teaching Games for Understanding (TGfU) Learning Model and Demonstration Method on Students' Long Jump Learning Outcomes.

Thesis, Sports Education, Postgraduate Program, Ganesha University of Education.
This thesis has been approved and examined by Supervisor I: Prof. Dr. I Nyoman Kanca, M.S. and Supervisor II: Dr. I Gusti Lanang Agung Parwata, S.Pd., M.Kes.

This research aims to determine (1) the influence of the TGfU learning model on the long jump learning outcomes of class V students at SDN 3 Banjar Jawa, (2) the influence of the demonstration learning model on the long jump learning outcomes of class V students at SDN 3 Banjar Jawa, (3) Differences in long jump learning outcomes between the group of students who followed the TGfU learning model and the group of students who followed the demonstration method at SDN 3 Banjar Jawa.

This research is a quasi-experimental research with a randomized control group pretest-posttest design. The sample used in this research was 30 students at SDN 3 Banjar Jawa who were selected using a simple random sampling technique, and then divided into 2 (two) groups (Teaching Games for Understanding (TGfU) learning model and demonstration method, learning outcomes were compared with pretest and post-test scores, and then a t-test (two sample t-Test) was carried out.

The results of the research show that for the first hypothesis, the t-test (paired samples test) obtained a value of tcognitive = 13.706; tpsychomotor = 15.254; $p<0.05$. The second hypothesis with the t-test (paired samples test) obtained a cognitive value = 11.417; tpsychomotor = 10.018; $p<0.05$. The third hypothesis with the t-test (two sample t-Test) obtained tcognitive = 4.853; tpsychomotor = 3.297; $p<0.05$, with the average cognitive and psychomotor learning TGfU and demonstration method respectively kog TGfU = 85.83, kog Demonstration = 81.33 and psi TGfU = 87.20, psi demonstration = 80.50. Based on the results obtained, it can be concluded that there is (1) a significant influence of the TGfU learning model on the long jump learning outcomes of class V students at SDN 3 Banjar Jawa, (2) a significant influence of the demonstration learning model on the long jump learning outcomes of class V students of SDN 3 Banjar Jawa, and (3) the long jump learning outcomes between the group of students who studied using the TGfU learning model were better than the group of students who studied using the demonstration method at SDN 3 Banjar Jawa. Based on the conclusions obtained, it can be suggested that teachers can use the TGfU learning model with other models to form a better teaching and learning process, use the TGfU learning model in other materials, for other researchers who examine learning outcomes to pay attention to other variables that influence on student learning outcomes

Key words: Teaching Games for Understanding learning model, demonstration method, learning outcomes