

## ABSTRAK

**Muliartini, Ni Nyoman** (2024), *Pengaruh Model Pembelajaran terhadap Hasil Belajar Senam Lantai ditinjau dari Self-efficacy Peserta Didik SMP Negeri 1 Manggis*. Tesis, Pendidikan Olahraga, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah dikoreksi dan diperiksa oleh Pembimbing I: Prof. Dr. I Wayan Artanayasa, S.Pd.,M.Pd.,AIFO-FIT dan Pembimbing II: Dr. Wasti Danardani, S.Pd.,M.A.

*Kata-kata kunci:* model PBL, NHT, hasil belajar

Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar senam lantai antara peserta didik yang mengikuti model pembelajaran kooperatif tipe NHT dan model pembelajaran PBL, pengaruh interaksi antara model pembelajaran dan *self-efficacy* terhadap hasil belajar senam lantai. Selain itu, penelitian ini juga mengevaluasi perbedaan hasil belajar senam lantai antara peserta didik yang memiliki *self-efficacy* tinggi dan rendah, baik pada model pembelajaran kooperatif tipe NHT maupun PBL. Metode penelitian yang digunakan adalah eksperimen semu dengan rancangan treatment by level 2x2. Populasi penelitian ini adalah peserta didik kelas VII di SMP Negeri 1 Manggis dengan jumlah 246 orang, sedangkan sampelnya terdiri dari 80 orang peserta didik yang dipilih menggunakan teknik cluster random sampling sederhana. Data hasil belajar senam lantai dikumpulkan melalui tes hasil belajar dan dianalisis menggunakan statistik deskriptif, uji ANAVA dua jalur, dan uji *Least Significance Difference* (LSD).

Penelitian ini menunjukkan adanya perbedaan hasil belajar antara peserta didik yang mengikuti model pembelajaran kooperatif tipe NHT dan model pembelajaran PBL ( $\text{sig.}0,029 < 0,05$ ), serta adanya pengaruh interaksi antara model pembelajaran dan *self-efficacy* terhadap hasil belajar senam lantai ( $\text{sig.}0,000 < 0,05$ ). Selain itu, terdapat perbedaan hasil belajar antara peserta didik yang memiliki *self-efficacy* tinggi ( $\text{sig.}0,000 < 0,005$ ), dan *self-efficacy* rendah ( $\text{sig.}0,045 < 0,05$ ) pada kedua model pembelajaran tersebut. Dapat disimpulkan bahwa model pembelajaran kooperatif tipe NHT dan model pembelajaran PBL berpengaruh terhadap hasil belajar senam lantai yang ditinjau dari *self-efficacy* peserta didik.

## **ABSTRACT**

**Muliartini, Ni Nyoman (2024)**, *The Effect of Learning Model on Learning Outcomes of Floor Gymnastics in Review of Self-efficacy of Students of SMP Negeri 1 Manggis*. Thesis, Sports Education, Postgraduate Program, Ganesha University of Education.

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*Key words: PBL model, NHT, learning outcomes*

*This study aims to analyze the differences in floor exercise learning outcomes between students who follow the NHT type cooperative learning model and the PBL learning model, the influence of the interaction between the learning model and self-efficacy on floor exercise learning outcomes. Apart from that, this research also evaluates differences in floor exercise learning outcomes between students who have high and low self-efficacy, both in the NHT and PBL types of cooperative learning models. The research method used was a quasi-experiment with a 2x2 treatment by level design. The population of this study was class VII students at SMP Negeri 1 Manggis with a total of 246 people, while the sample consisted of 80 students who were selected using a simple cluster random sampling technique. Floor exercise learning outcomes data were collected through learning outcomes tests and analyzed using descriptive statistics, two-way ANOVA test, and Least Significance Difference (LSD) test.*

*This research shows that there are differences in learning outcomes between students who follow the NHT type cooperative learning model and the PBL learning model ( $\text{sig}.0,029 < 0,05$ ), as well as the interaction effect between the learning model and self-efficacy on floor exercise learning outcomes ( $\text{sig}.0,000 < 0,05$ ). Apart from that, there are differences in learning outcomes between students who have high self-efficacy ( $\text{sig}.0,000 < 0,05$ ), and low self-efficacy ( $\text{sig}.0,045 < 0,05$ ) in the two learning models. It can be concluded that the NHT type cooperative learning model and the PBL learning model influence floor exercise learning outcomes in terms of students' self-efficacy.*