

ABSTRAK

Windu Yasa, I Gede (2026), *Pengaruh Model Pembelajaran terhadap Hasil Belajar Keterampilan Shooting Sepak Bola ditinjau dari Koordinasi Mata Kaki Peserta Didik Sekolah Dasar*. Tesis, Pendidikan Olahraga, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: model PBL, TGT, hasil belajar

Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar keterampilan *shooting* sepak bola antara peserta didik yang diberikan model pembelajaran kooperatif tipe TGT dan PBL, pengaruh interaksi antara model pembelajaran dan koordinasi mata kaki terhadap hasil belajar. Penelitian ini juga mengevaluasi perbedaan hasil belajar keterampilan *shooting* sepak bola antara peserta didik dengan koordinasi mata kaki tinggi dan rendah, baik pada model pembelajaran kooperatif tipe TGT maupun PBL.

Metode penelitian yang digunakan adalah eksperimen semu dengan rancangan treatment by level 2x2. Populasi penelitian merupakan peserta didik kelas V Gugus IV Kecamatan Manggis dengan jumlah 167 orang, sedangkan sampelnya berjumlah 76 orang peserta didik yang dipilih menggunakan teknik *cluster random sampling* sederhana. Data yang dikumpulkan adalah koordinasi mata kaki dan hasil belajar keterampilan *shooting* sepak bola. Data dianalisis menggunakan statistik deskriptif, uji ANAVA dua jalur, dan dilanjutkan dengan uji Tukey.

Hasil penelitian menunjukkan adanya perbedaan hasil belajar antara peserta didik yang diberikan model pembelajaran kooperatif tipe TGT dan PBL ($\text{sig.}0,000 < 0,05$), adanya pengaruh interaksi antara model pembelajaran dan koordinasi mata kaki terhadap hasil belajar ($\text{sig.}0,004 < 0,05$). Selain itu, terdapat perbedaan hasil belajar antara peserta didik dengan koordinasi mata kaki tinggi ($\text{sig.}0,000 < 0,05$) dan koordinasi mata kaki rendah ($\text{sig.}0,046 < 0,05$) pada kedua model pembelajaran tersebut. Dapat disimpulkan bahwa model pembelajaran kooperatif tipe TGT dan PBL berpengaruh terhadap hasil belajar keterampilan *shooting* sepak bola yang ditinjau dari koordinasi mata kaki peserta didik.

ABSTRACT

Windu Yasa, I Gede (2026), *The Influence of Learning Models on the Learning Outcomes of Soccer Shooting Skills Viewed from the Eye-Foot Coordination of Elementary School Students.*

This thesis has been corrected and checked by Primary Supervisor: Prof. Dr. I Wayan Artanayasa, S.Pd.,M.Pd.,AIFO-FIT and Co-supervisor: Dr. Kadek Yogi Parta Lesmana, S.Pd., M.Pd., AIFO-P.

Key words; PBL model, TGT, learning outcomes

This study aims to determine the differences in soccer shooting skill learning outcome between student who are taught using the TGT cooperative learning model and the PBL model, as well as the interaction effect between learning models and eye-foot coordination on learning outcome. This study also avaluates the differences in soccer shooting skill learning outcomes between students with high and low eye-foot coordination, both within the TGT cooperative learning model and the PBL model.

The research method used was a quasi-experiment with a 2x2 treatment-by-level design. The population of the study consisted of 167 fifth-grade students in cluster IV of Manggis district, while the sample comprised 76 students selected using a simple cluster random sampling techniqui. The data collected were ankle-eye coordination and learning outcomes of soccer shooting skills. Data were analyzed using descriptive statistics, two-way ANOVA, followed by Tukey's test.

The results of the study show that there are differences in learning outcomes between students who were taught using the TGT cooperative learning model and the PBL model (sig.0,000<0,05), as well as an interaction effect between learning models and eye-foot coordination on learning outcomes (sig.0,004<0,05). In addition, there are differences in learning outcomes between students with high eye-foot coordination (sig.0,000<0,05) and those with low eye-foot coordination (sig.0,046<0,05) in both learning models. It can be concluded that the TGT and PBL cooperative learning models influence soccer shooting skill learning outcomes when viewed from students eye-foot coordination.