

## ABSTRAK

**I Ketut Wisata** (2026), *Pengaruh Model Pembelajaran Terhadap Hasil Belajar Senam Lantai Ditinjau dari Motivasi Peserta Didik SD Negeri 1 Panji Anom*. Tesis, Pendidikan Olahraga, Program Pascasarjana, Universitas Pendidikan Ganesha.

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*Kata-kata kunci:* Model PBL, Model STAD, Senam Lantai, Motivasi Belajar

Penelitian ini bertujuan untuk mengetahui 1) perbedaan signifikan hasil belajar senam lantai guling depan dan guling belakang antara peserta didik dengan model *Problem Based Learning* (PBL) dan *Student Teams Achievement Division* (STAD), 2) pengaruh interaksi antara model pembelajaran dan motivasi belajar terhadap hasil belajar senam lantai guling depan dan guling belakang, 3) perbedaan signifikan hasil belajar senam lantai guling depan dan guling belakang antara peserta didik dengan motivasi belajar tinggi, 4) perbedaan signifikan hasil belajar senam lantai guling depan dan guling belakang antara peserta didik dengan motivasi belajar rendah.

Jenis penelitian ini adalah penelitian eksperimen semu dengan rancangan *treatment by level 2x2*. Jumlah sampel penelitian 56 orang peserta didik ditentukan dengan teknik *group random sampling* dengan pengundian kelas. Data yang dikumpulkan dalam penelitian ini 1) motivasi belajar dan 2) hasil belajar senam lantai guling depan dan guling belakang. Data dianalisis dengan statistik inferensial menggunakan uji ANAVA dua jalur dan dilanjutkan dengan uji Tukey HSD.

Hasil penelitian menunjukkan, (1) terdapat perbedaan signifikan hasil belajar senam lantai guling depan dan guling belakang antara peserta didik dengan model *Problem Based Learning* (PBL) dan *Student Teams Achievement Division* (STAD) (P-value:  $0,01 < 0,05$ ), (2) terdapat interaksi antara model pembelajaran dan motivasi belajar terhadap hasil belajar senam lantai guling depan dan guling belakang (P-value:  $0,00 < 0,05$ ), (3) pada peserta didik dengan motivasi belajar tinggi, hasil belajar senam lantai guling depan dan guling belakang lebih baik pada kelompok PBL dibandingkan kelompok STAD (P-value:  $0,00 < 0,05$ ) serta pada peserta didik dengan motivasi belajar rendah, hasil belajar senam lantai guling depan dan guling belakang lebih baik pada kelompok STAD dibandingkan kelompok PBL (P-value:  $0,03 < 0,05$ ). Kesimpulannya adalah terdapat perbedaan signifikan hasil belajar senam lantai antara model PBL dan STAD yang dipengaruhi oleh motivasi belajar peserta didik.

## **ABSTRACT**

**I Ketut Wisata** (2026), *The Influence of Learning Models on Floor Gymnastics Learning Outcomes Reviewed from the Motivation of Students at SD Negeri 1 Panji Anom. Thesis, Sports Education, Postgraduate Program, Ganesha University of Education.*

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*Key words: PBL Model, STAD Model, Floor Gymnastics, Learning Motivation*

*This study aims to determine 1) significant differences in the learning outcomes of forward and backward rolls in floor gymnastics between students with the Problem Based Learning (PBL) and Student Teams Achievement Division (STAD) models, 2) the effect of interaction between learning models and learning motivation on the learning outcomes of forward and backward rolls in floor gymnastics, 3) significant differences in the learning outcomes of forward and backward rolls in floor gymnastics between students with high learning motivation, 4) significant differences in the learning outcomes of forward and backward rolls in floor gymnastics between students with low learning motivation.*

*This research is a quasi-experimental study with a 2x2 treatment-by-level design. The sample size of 56 students was determined using a group random sampling technique with a class draw. The data collected in this study were 1) learning motivation and 2) learning outcomes of forward and backward rolls in floor gymnastics. The data were analyzed using inferential statistics using a two-way ANOVA test followed by a Tukey HSD test.*

*The results of the study showed, (1) there was a significant difference in the learning outcomes of floor gymnastics forward rolls and backward rolls between students with the Problem Based Learning (PBL) model and Student Teams Achievement Division (STAD) (P-value:  $0.01 < 0.05$ ), (2) there was an interaction between the learning model and learning motivation on the learning outcomes of floor gymnastics forward rolls and backward rolls (P-value:  $0.00 < 0.05$ ), (3) in students with high learning motivation, the learning outcomes of floor gymnastics forward rolls and backward rolls were better in the PBL group than the STAD group (P-value:  $0.00 < 0.05$ ) and in students with low learning motivation, the learning outcomes of floor gymnastics forward rolls and backward rolls were better in the STAD group than the PBL group (P-value:  $0.03 < 0.05$ ). The conclusion is that there is a significant difference in the learning outcomes of floor gymnastics between the PBL and STAD models which is influenced by the learning motivation of students.*