

## ABSTRAK

**Ni Putu Intiari** (2026), *Pengaruh Model Pembelajaran Problem Based Learning (PBL) dan Think Pair Share (TPS) terhadap Hasil Belajar Senam Lantai Ditinjau dari Tingkat Motivasi Belajar Siswa SD Negeri 2 Peninjoan*. Tesis, Pendidikan Olahraga, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah dikoreksi dan diperiksa oleh Pembimbing Utama: Prof. Dr. I Wayan Artanayasa, S.Pd., M.Pd., AIFO-FIT. dan Pembimbing Pendamping: Dr. I Ketut Semarayasa, S.Pd., M.Or., AIFO-P.

*Kata-kata kunci:* Model PBL, Model TPS, 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 *Think Pair Share* (TPS), 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 dan rendah.

Jenis penelitian ini adalah penelitian eksperimen semu dengan rancangan *treatment by level 2x2*. Model pembelajaran PBL dan model TPS sebagai variabel bebas, hasil belajar senam lantai guling depan dan guling belakang sebagai variabel terikat dan motivasi belajar sebagai variabel moderatornya. Jumlah sampel penelitian 52 orang peserta didik ditentukan dengan teknik *sampling semu*. 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 *Think Pair Share* (TPS) ( $p\text{-value} = 0,00 < 0,05$ ), (2) terdapat interaksi antara model pembelajaran dan motivasi belajar terhadap hasil belajar senam lantai guling depan dan guling belakang ( $p\text{-value} = 0,00 < 0,05$ ), (3) pada peserta didik dengan motivasi belajar tinggi, hasil belajar senam lantai guling depan dan guling belakang lebih baik pada kelompok PBL dibandingkan kelompok TPS ( $p\text{-value} = 0,00 < 0,05$ ) serta pada peserta didik dengan motivasi belajar rendah, hasil belajar senam lantai guling depan dan guling belakang lebih baik pada kelompok TPS dibandingkan kelompok PBL ( $p\text{-value} = 0,04 < 0,05$ ).

## **ABSTRACT**

**Ni Putu Intiari** (2026), *The Effect of Problem Based Learning (PBL) and Think Pair Share (TPS) Learning Models on Floor Gymnastics Learning Outcomes Reviewed from the Level of Learning Motivation of Students of SD Negeri 2 Peninjoan. Thesis, Sports Education, Postgraduate Program, Ganesha University of Education.*

*This thesis has been corrected and checked by the Main Supervisor: Prof. Dr. I Wayan Artanayasa, S.Pd., M.Pd., AIFO-FIT. and Supervisor: Dr. I Ketut Semarayasa, S.Pd., M.Or., AIFO-P.*

*Key words: PBL Model, TPS 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 Think Pair Share (TPS) models, 2) the effect of the 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 and low learning motivation..*

*This research is a quasi-experimental study with a 2x2 treatment by level design. The PBL learning model and the TPS model are the independent variables, the learning outcomes of forward and backward rolls are the dependent variable, and learning motivation is the moderator variable. The number of research samples is 52 students determined by a quasi-sampling technique. The data collected in this study are 1) learning motivation and 2) learning outcomes of forward and backward rolls. Data were analyzed using inferential statistics using a two-way ANOVA test and continued with the Tukey HSD test.*

*The results of the study showed, (1) there was a significant difference in the learning outcomes of forward and backward rolls in floor gymnastics between students with the Problem Based Learning (PBL) and Think Pair Share (TPS) models ( $p\text{-value} = 0.00 < 0.05$ ), (2) there was an interaction between the learning model and learning motivation on the learning outcomes of forward and backward rolls in floor gymnastics ( $p\text{-value} = 0.00 < 0.05$ ), (3) in students with high learning motivation, the learning outcomes of forward and backward rolls in floor gymnastics were better in the PBL group than in the TPS group ( $p\text{-value} = 0.00 < 0.05$ ) and in students with low learning motivation, the learning outcomes of forward and backward rolls in floor gymnastics were better in the TPS group than in the PBL group ( $p\text{-value} = 0.04 < 0.05$ ).*