

ABSTRAK

Sari, Ni Kadek Rani Puspa Nirmala (2026), Pengaruh Model Pembelajaran *Team Games Tournament* dan *Problem Based Learning* Terhadap Hasil Belajar Lari Jarak Pendek 100 Meter Ditinjau dari Tingkat Motivasi Belajar Peserta Didik. Tesis, Program Studi Pendidikan Olahraga (S2), Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: hasil belajar, lari jarak pendek, *team games tournament*, *problem based learning*, motivasi belajar

Jenis penelitian ini adalah eksperimen semu (*quasi experimental*) dengan rancangan penelitian *Treatment by Level factorial 2x2*. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Team Games Tournament* (TGT) dan *Problem Based Learning* (PBL) terhadap hasil belajar lari jarak pendek 100 meter ditinjau dari tingkat motivasi belajar peserta didik kelas X SMA Negeri 2 Tabanan tahun pelajaran 2025/2026. Populasi penelitian adalah seluruh peserta didik kelas X SMA Negeri 2 Tabanan tahun pelajaran 2025/2026 yang berjumlah 432 orang. Sebanyak 96 orang dipilih sebagai sampel penelitian yang ditentukan dengan teknik *cluster random sampling*. Penelitian dilaksanakan selama enam minggu, terbagi dalam tiga tahap kegiatan yakni tes awal (*pretest*), perlakuan (*treatment*) dan tes akhir (*posttest*). Data hasil belajar dikumpulkan melalui tes objektif dan unjuk kerja, sedangkan data motivasi dikumpulkan melalui kuesioner. Data dianalisis menggunakan ANAVA dua jalur berbantuan *SPSS 26.0 for Windows*. Hasil penelitian menunjukkan bahwa Pertama terdapat perbedaan hasil belajar yang signifikan antara peserta didik yang mengikuti model pembelajaran tipe TGT dan peserta didik yang mengikuti model pembelajaran PBL ($\text{sig}.0,00 < 0,05$), Kedua terdapat perbedaan hasil belajar lari jarak pendek 100 meter pada peserta didik yang memiliki motivasi tinggi diberi perlakuan dengan model pembelajaran TGT lebih tinggi daripada peserta didik yang diberi perlakuan dengan model pembelajaran PBL ($\text{sig}.0,00 < 0,05$), Ketiga terdapat perbedaan hasil belajar lari jarak pendek 100 meter pada peserta didik yang memiliki motivasi rendah diberi perlakuan dengan model pembelajaran TGT lebih tinggi daripada peserta didik yang diberi perlakuan dengan model pembelajaran PBL ($\text{sig}.0,00 < 0,05$), dan Keempat terdapat interaksi signifikan antara model pembelajaran dan motivasi terhadap hasil belajar lari jarak pendek 100 meter ($\text{sig}.0,00 < 0,05$).

ABSTRACT

Sari, Ni Kadek Rani Puspa Nirmala (2026), The Effect of Team Games Tournament and Problem Based Learning Models on 100-Meter Sprint Learning Outcomes Viewed from the Level of Students' Learning Motivation. Thesis, Master's Program in Sports Education. Postgraduate Program, Ganesha University of Education.

This thesis has been approved and examined by the Main Supervisor Dr. I Ketut Iwan Swadesi, S.Pd., M.Or., and the Co-Supervisor Dr. Luh Putu Tuti Ariani, S.Pd., M.Fis.

Keywords: *learning outcomes, sprint, team games tournament, problem based learning, learning motivation*

The research type was a quasi-experimental design using a 2×2 treatment by level factorial design. The study aimed to determine the effect of Team Games Tournament (TGT) and Problem Based Learning (PBL) models on students' learning outcomes in the 100-meter sprint viewed from the level of students' learning motivation in the tenth grade of SMA Negeri 2 Tabanan in the 2025/2026 academic year. The population of this research consisted of all tenth-grade students of SMA Negeri 2 Tabanan in the 2025/2026 academic year, totaling 432 students. A total of 96 students were selected as the sample using a cluster random sampling technique. The research was conducted for six weeks and consisted of three stages: pretest, treatment, and posttest. Learning outcome data were collected through objective tests and performance assessments, while motivation data were obtained through questionnaires. The data were analyzed using a two-way ANAVA with the assistance of SPSS 26.0 for Windows. The study results showed that; First, there was a significant difference in learning outcomes between students who followed the TGT learning model and those who followed the PBL model ($\text{sig}.0,00 < 0,05$); Second, there was a significant difference in the learning outcomes of 100-meter sprint between students with high learning motivation who were taught using the TGT model achieved higher learning outcomes than those taught using the PBL model ($\text{sig}.0,00 < 0,05$); Third, there was a significant difference in the learning outcomes of 100-meter sprint between students with low learning motivation who were taught using the TGT model also achieved higher learning outcomes than those taught using the PBL model ($\text{sig}.0,00 < 0,05$); and Fourth, there was a significant interaction between learning models and learning motivation in the learning outcomes of the 100-meter sprint ($\text{sig}.0,00 < 0,05$).