

**PENGARUH MODEL PEMBELAJARAN DAN KECERDASAN EMOSI
TERHADAP KETERAMPILAN SOSIAL DALAM PENDIDIKAN
JASMANI, OLAHRAGA DAN KESEHATAN**

DISERTASI

**Diajukan untuk Memenuhi Salah Satu Syarat Memperoleh Gelar Doktor
Pendidikan Olahraga**



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Sekolah Pascasarjana (SPs)
Universitas Pendidikan Indonesia
2023**

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JASMANI, OLAHRAGA DAN KESEHATAN**

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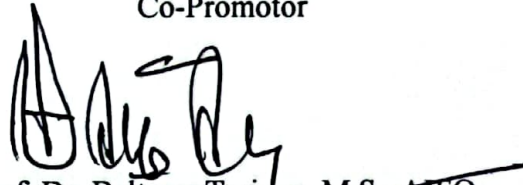
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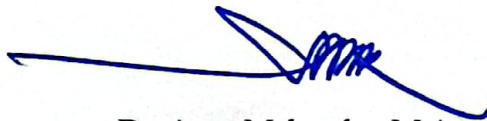
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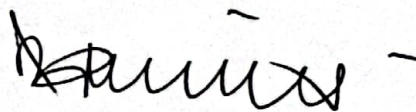
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Yang membuat pernyataan,



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Peneliti

ABSTRAK

PENGARUH MODEL PEMBELAJARAN DAN KECERDASAN EMOSI TERHADAP KETERAMPILAN SOSIAL DALAM PENDIDIKAN JASMANI, OLAHRAGA DAN KESEHATAN

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Penelitian ini bertujuan untuk menguji pengaruh model pembelajaran dan kecerdasan emosi terhadap keterampilan sosial peserta didik Sekolah Menengah Atas. Metode penelitian yang digunakan adalah eksperimen dengan desain faktorial 2x2. Sampel yang digunakan sebanyak 2 kelas dari 36 kelas di SMAN 5 Kota Tasikmalaya dengan cara *Cluster Random Sampling*. Variabel bebas yaitu model pembelajaran (PjBL dan CL), variabel moderator yaitu kecerdasan emosi dan variabel terikat adalah keterampilan sosial. Terdapat empat kelompok eksperimen diantaranya kelompok kecerdasan emosi tinggi dengan model pembelajaran kooperatif (X1Y1), kelompok kecerdasan emosi rendah dengan model pembelajaran kooperatif (X1Y2), kelompok kecerdasan emosi tinggi dengan model pembelajaran berbasis proyek (X2Y1), kelompok kecerdasan emosi rendah dengan model pembelajaran berbasis proyek (X2Y2). Instrumen penelitian menggunakan *Self-Report Emotional Intelligence Scale* untuk kecerdasan emosi dan *Social Skills Rating System* untuk keterampilan sosial. Analisis data penelitian menggunakan *Two-way ANOVA*. Kesimpulan penelitian ini adalah terdapat pengaruh model pembelajaran terhadap keterampilan sosial, model pembelajaran berbasis proyek lebih besar pengaruhnya dibandingkan model pembelajaran kooperatif terhadap keterampilan sosial peserta didik. Terdapat interaksi antara model pembelajaran dan kecerdasan emosi yang memberikan pengaruhnya terhadap keterampilan sosial peserta didik. Model pembelajaran kooperatif dan model pembelajaran berbasis proyek tidak memiliki perbedaan pengaruh terhadap keterampilan sosial peserta didik pada kelompok kecerdasan emosi tinggi. Model pembelajaran berbasis proyek lebih besar pengaruhnya dibandingkan model pembelajaran kooperatif terhadap keterampilan sosial peserta didik pada kelompok kecerdasan emosi rendah.

Kata Kunci : *Pendidikan Jasmani, Pembelajaran, Model Pembelajaran Kooperatif, Model Pembelajaran Berbasis Proyek, Kecerdasan Emosi, Keterampilan Sosial, SMA*

ABSTRACT

THE INFLUENCE OF LEARNING MODELS AND EMOTIONAL INTELLIGENCE ON SOCIAL SKILLS IN PHYSICAL EDUCATION, SPORTS, AND HEALTH

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This study aims to examine the effect of learning models and emotional intelligence on the social skills of high school students. The research method used was an experiment with a 2x2 factorial design. The sample used was 2 classes from 36 classes at SMAN 5 Tasikmalaya City by means of Cluster Random Sampling. The independent variable is the learning model (PjBL and CL), the moderator variable is emotional intelligence and the dependent variable is social skills. There were four experimental groups including the high emotional intelligence group with a cooperative learning model (X1Y1), the low emotional intelligence group with the cooperative learning model (X1Y2), the high emotional intelligence group with a project-based learning model (X2Y1), the low emotional intelligence group with the project-based learning model (X2Y2). The research instrument uses the Self-Report Emotional Intelligence Scale for emotional intelligence and the Social Skills Rating System for social skills. Analysis of research data using Two-way ANOVA. The conclusion of this study is that there is an influence of learning models on social skills, project-based learning models have a greater influence than cooperative learning models on students' social skills. There is an interaction between the learning model and emotional intelligence that has an influence on students' social skills. The cooperative learning model and the project-based learning model had no difference in influence on students' social skills in the high emotional intelligence group. The project-based learning model has a greater effect than the cooperative learning model on students' social skills in the low emotional intelligence group.

Keywords: *Physical Education, Learning, Cooperative Learning Model, Project-Based Learning Model, Emotional Intelligence, Social Skills, High School*

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Maksud dan tujuan penyusunan disertasi ini adalah untuk memenuhi salah satu syarat memperoleh gelar Doktor pada Program Studi Pendidikan Olahraga, Pascasarjana Universitas Pendidikan Indonesia.

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