

**PENGARUH MODEL PEMBELAJARAN *ROLE-PLAYING* DAN KECERDASAN  
EMOSIONAL TERHADAP KETERAMPILAN SOSIAL  
DALAM PENDIDIKAN JASMANI**

**DISERTASI**

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Doktorat  
Pendidikan Olahraga



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**PROGRAM STUDI PENDIDIKAN OLAHRAGA  
SEKOLAH PASCASARJANA  
UNIVERSITAS PENDIDIKAN INDONESIA  
2024**

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EMOSIONAL TERHADAP KETERAMPILAN SOSIAL  
DALAM PENDIDIKAN JASMANI**

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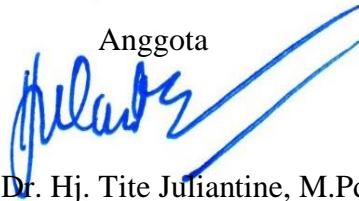
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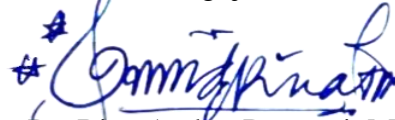
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Dengan ini saya menyatakan bahwa disertasi dengan judul "Pengaruh Model Pembelajaran *Role-Playing* dan Kecerdasan Emosional terhadap Keterampilan Sosial dalam Pendidikan Jasmani " ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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## KATA PENGANTAR

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Bandung, 07 Juni 2024



Peneliti

# **PENGARUH MODEL PEMBELAJARAN *ROLE-PLAYING* DAN KECERDASAN EMOSIONAL TERHADAP KETERAMPILAN SOSIAL DALAM PENDIDIKAN JASMANI**

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## **ABSTRAK**

Tujuan penelitian ini adalah untuk mengetahui dan menguji, 1) perbedaan pengaruh antara model *role-playing* Shaftel (RPS) dan *role-playing* Rivera (RPR) terhadap keterampilan sosial; 2) interaksi antara model pembelajaran *role-playing* dan kecerdasan emosional terhadap keterampilan sosial; 3) perbedaan pengaruh antara model *role-playing* Shaftel (RPS) dan *role-playing* Rivera (RPR) terhadap keterampilan sosial siswa pada kelompok kecerdasan emosional tinggi; 4) perbedaan pengaruh antara model *role-playing* Shaftel (RPS) dan model *role-playing* Rivera (RPR) terhadap keterampilan sosial siswa pada kelompok kecerdasan emosional rendah. Metode penelitian yang digunakan adalah eksperimen dengan desain faktorial 2x2. Penelitian ini dilakukan di Sekolah Dasar yang berada di Kecamatan Bayongbong Kabupaten Garut. Sampel terdiri dari 60 orang yang dibagi menjadi empat subkelompok dengan 15 orang di setiap kelompok. Pembagian kelompok dilakukan menggunakan metode *random assignment*. Instrumen penelitian menggunakan skala kecerdasan emosional dan skala keterampilan sosial. Analisis data penelitian menggunakan ANOVA dua jalur. Hasil penelitian menunjukkan, 1) Model *role-playing* Shaftel (RPS) dan *role-playing* Rivera (RPR) tidak memiliki perbedaan pengaruh terhadap keterampilan sosial; 2) Terdapat interaksi antara model *role-playing* dan kecerdasan emosional terhadap keterampilan sosial; 3) Siswa dengan tingkat kecerdasan emosional tinggi lebih baik belajar dengan model *role-playing* Shaftel (RPS) dibandingkan *role-playing* Rivera (RPR) terhadap keterampilan sosial; 4) Siswa dengan tingkat kecerdasan emosional rendah lebih baik belajar menggunakan model *role-playing* Rivera (RPR) dibandingkan *role-playing* Shaftel (RPS) terhadap keterampilan sosial.

**Kata Kunci:** Pendidikan Jasmani, Model Pembelajaran *Role-Playing*, Kecerdasan Emosional, Keterampilan Sosial.



**THE INFLUENCE OF ROLE-PLAYING LEARNING MODELS AND  
EMOTIONAL INTELLIGENCE ON SOCIAL SKILLS  
IN PHYSICAL EDUCATION**

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**ABSTRACT**

*The purpose of this study is to find out and test, 1) differences in the influence between Shaftel role-playing model (RPS) and Rivera role-playing (RPR) on social skills; 2) the interaction between role-playing learning models and emotional intelligence on social skills; 3) differences in influence between Shaftel's role-playing model (RPS) and role-playing Rivera (RPR) on students' social skills in the high emotional intelligence group; 4) differences in the effect between Shaftel's role-playing model (RPS) and Rivera role-playing model (RPR) on students' social skills in the low emotional intelligence group. The research method used was an experiment with a 2x2 factorial design. This research was conducted at an elementary school located in Bayongbong District, Garut Regency. The sample consisted of 60 people divided into four subgroups with 15 people in each group. Group division is carried out using the random assignment method. The research instrument used emotional intelligence scales and social skills scales. Analysis of research data using two-track ANOVA. The results showed, 1) Shaftels role-playing model (RPS) and Rivera's role-playing (RPR) had no difference in influence on social skills; 2) There is an interaction between role-playing models and emotional intelligence on social skills; 3) Students with high levels of emotional intelligence learn better with Shaftel's role-playing model (RPS) compared Rivera's role-playing (RPR) to social skills; 4) Students with low levels of emotional intelligence did better to learn to use Rivera's role-playing model (RPR) than Shaftel's role-playing (RPS) to social skills.*

*Keywords: physical education, role-playing learning model, emotional intelligence, social skills.*

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**PENGARUH MODEL PEMBELAJARAN ROLE-PLAYING DAN KECERDASAN EMOSIONAL TERHADAP KETERAMPILAN SOSIAL DALAM PENDIDIKAN JASMANI**

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