

**PENGEMBANGAN *SELF CONTROL* MELALUI PEMBELAJARAN
PENDIDIKAN JASMANI DAN OLAHRAGA**

TESIS

Diajukan untuk Memenuhi Sebagian dari Syarat Memperoleh Gelar Magister
Pendidikan Progam Studi Pendidikan Olahraga



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

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TESIS

PENGEMBANGAN *SELF CONTROL* MELALUI PEMBELAJARAN
PENDIDIKAN JASMANI DAN OLAHRAGA


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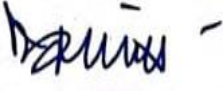
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Sebuah tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
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Agustus 2024

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HALAMAN PERNYATAAN

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HALAMAN UCAPAN TERIMAKASIH

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PENDRIADI

ABSTRAK

PENGEMBANGAN *SELF CONTROL* MELALUI PEMBELAJARAN PENDIDIKAN JASMANI DAN OLAHRAGA

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Perserikatan Bangsa-Bangsa (PBB), melalui Organisasi Kesehatan Dunia (WHO), telah memprakarsai Tujuan Pembangunan Milenium (MDGs) dan Tujuan Pembangunan Berkelanjutan (SDGs). Di bidang pendidikan, UNESCO mempromosikan Pendidikan untuk Pembangunan Berkelanjutan (Education for Sustainable Development/ ESD), yang mengintegrasikan prinsip-prinsip pembangunan berkelanjutan ke dalam semua aspek pendidikan. Di bidang olahraga, telah terjadi pergeseran paradigma dari "*development of sport*" menjadi "*development through sport*", yang menekankan penggunaan olahraga untuk pengembangan pribadi dan sosial. Salah satu fokus utama dari "*development through sport*" adalah pengembangan perilaku *self control*. Urgensi *self control* pada siswa menjadi semakin penting karena meningkatnya kasus kenakalan remaja di sekolah. Kurangnya *self control* dapat menyebabkan perilaku impulsif dan konflik sosial, sehingga menghambat perkembangan akademis dan pribadi siswa. Tujuan Penelitian: Penelitian ini menguji pengaruh pembelajaran pendidikan jasmani dan olahraga dengan pendekatan *block learning* versus *random learning* terhadap *self control* siswa remaja. Bahan dan Metode: Peserta dibagi ke dalam kelompok *block learning* (BLG; n = 29), kelompok *random learning* (RLG; n = 29) dan kelompok control/ regular (CG; n = 29). Program intervensi pembelajaran pendidikan jasmani dan olahraga dilakukan selama enam belas minggu. Instrumen pengukuran menggunakan *self control scale* yang telah divalidasi. Hasil: *self control* BLG dan RLG meningkat secara signifikan ($p < 0.05$) dibandingkan dengan CG. Kesimpulan. Pendidikan jasmani dan olahraga sebagai sarana yang efektif untuk meningkatkan *self control* siswa remaja. Partisipasi dalam aktivitas fisik yang terstruktur tidak hanya meningkatkan kesehatan fisik, tetapi juga membantu siswa mengembangkan keterampilan manajemen diri yang lebih baik, termasuk pengendalian emosi dan impuls.

Kata Kunci: *Development through sport*, pengendalian impuls, pendidikan jasmani, partisipasi

ABSTRACT

DEVELOPMENT OF SELF- CONTROL THROUGH PHYSICAL EDUCATION AND SPORTS LEARNING

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The United Nations (UN), through the World Health Organization (WHO), has initiated the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs). In education, UNESCO promotes Education for Sustainable Development (ESD), which integrates sustainable development principles into all aspects of education. In sport, there has been a paradigm shift from "development of sport" to "development through sport", which emphasizes the use of sport for personal and social development. One of the main focuses of "development through sport" is the development of self-control behavior. The urgency of self-control in students is becoming increasingly important due to the increasing cases of juvenile delinquency in schools. Lack of self control can lead to impulsive behavior and social conflicts, thus hindering students' academic and personal development. Research Objective: This study examined the effect of physical education and sports learning with a block learning versus random learning approach on adolescent students' self-control. Materials and Methods: participation were divided into block learning group (BLG; n = 29), random learning group (RLG; n = 29) and control/regular group (CG; n = 28). The physical education and sports learning intervention program was conducted for sixteen weeks. The measurement instrument used a validated self control scale. Results: BLG and RLG self control improved significantly ($p < 0.05$) compared to CG. Conclusion. Physical education and sports as an effective means to improve self control of adolescent students. Participation in structured physical activities not only improves physical health, but also helps students develop better self-management skills, including emotion and impulse control.

Keywords: development through sport, impulse control, physical education, participation

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Tesis dengan judul “Pengembangan *Self-Control* Melalui Pembelajaran Pendidikan Jasmani dan Olahraga” ini disusun untuk memenuhi salah satu persyaratan dalam menyelesaikan Program Studi Pendidikan Olahraga Sekolah Pascasarjana Universitas Pendidikan Indonesia. Selama menyelesaikan tesis ini, penulis banyak mendapatkan bantuan, motivasi, dan dukungan baik moril maupun materil. Pada kesempatan ini dengan segala kerendahan hati penulis mengucapkan terima kasih kepada semua pihak yang telah membantu. Penulis mendoakan semoga Allah SWT membalas kebaikan semua pihak yang telah memberikan bantuan dan semoga bantuan ini menjadi amal ibadah di sisi Allah SWT, Aamiin.

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