

ABSTRAK

PENGARUH PENDEKATAN PEMBELAJARAN DAN MOTIVASI BERPRESTASI TERHADAP KETERAMPILAN TEKNIK DASAR TENIS LAPANGAN

Seorang guru atau pelatih harus memberikan materi ajar secara keseluruhan, sehingga siswa mampu menguasai berbagai hal dan dapat memperoleh pengalaman baru. Penelitian ini menggunakan pendekatan pembelajaran dengan tingkat motivasi berprestasi terhadap kemampuan teknis dasar tenis lapangan. Tujuan penelitian ini adalah: (1) Untuk mengetahui perbedaan keterampilan teknik dasartenis lapangan antara kelompok siswa yang diajar melalui pendekatan pembelajarantaktis dan pendekatan pembelajaranteknis; (2) Untuk mengetahui interaksi antara pendekatan pembelajaran dengan motivasi berprestasi; (3) Untuk mengetahui perbedaan pendekatan taktis dan pendekatan teknis pada kelompok siswa yang memiliki motivasi berprestasi tinggi; (4) Untuk mengetahui perbedaan pendekatan taktis dan pendekatan teknis pada kelompok siswa yang memiliki motivasi berprestasi rendah. Metode yang digunakan dalam penelitian ini adalah eksperimen dengan desain faktorial 2×2 (ANOVA). Populasi dan sampel berjumlah 40 orang. Hasil penelitian menunjukkan bahwa pendekatan taktis lebih baik dibandingkan dengan pendekatan teknis yang dijelaskan pada hipotesis I ($F = 34,369$. $P\text{-value} = 0,000 < 0,050$ berarti signifikan), hipotesis II ($(F = 0,228$. $P\text{-value} = 0,636 > 0,050$ berarti tidak signifikan), hipotesis III ($\bar{x} = 119,2 > \bar{x} = 89,3$) dan hipotesis IV ($\bar{x} = 118 > \bar{x} = 92,6$). Kesimpulan hasil penelitian ini adalah: (1) Pendekatan pembelajaran taktis lebih baik daripada pendekatan pembelajaran teknis; (2) Tidak terdapat pengaruh interaksi antara pendekatan pembelajaran dengan motivasi berprestasi; (3) Pendekatan pembelajaran taktis lebih baik daripada pendekatan pembelajaran teknis pada kelompok siswa yang memiliki motivasi berprestasi tinggi, dan (4) Pendekatan pembelajaran teknis tidak lebih baik daripada pendekatan pembelajaran taktis pada kelompok siswa yang memiliki motivasi berprestasi rendah.

ABSTRACT

THE EFFECT OF LEARNING APPROACH AND ACHIEVEMENT MOTIVATION OF TECHNICAL BASIC ON TENNIS

A teacher or coach must provide teaching materials as a whole, so that students are able to master a variety of things and can gain new experiences. This study uses a learning approach with an achievement motivation level of the technical basic proficiency on tennis. The purposes of this study are: (1) To recognize the difference between the basic skills of tennis technique between groups of students who got the lesson through a tactical approach and technical approach. (2) To determine the interaction between learning approaches with an achievement motivation on the basic skills of tennis technique. (3) To determine differences in the basic techniques of tennis skills among groups of students who got the lesson through a tactical approach and technical approach to the group of students who have high achievement motivation. (4) To know the difference between the basic techniques of tennis skills among groups of students who got the lesson through a tactical approach and technical approach to the group of students who have low achievement motivation. The method used in this study is an experimental method with 2×2 factorial design (ANOVA). The population in this study was students of SMP Negeri 1 Kasokandel-Majalengka who joined in an extracurricular program of tennis courts with 40 students. The research result shows that tactical approach is better than technical approach which is explained in the hypothesis I ($F = 34,369$. P-Value 0,000 $< 0,050$ meaning significant), hypothesis II ($F = 0,228$. P. Value = 0,6367 $> 0,050$ meaning not significant), hypothesis III ($\bar{X}=119,2 > \bar{X} = 89,3$) and hypothesis IV ($\bar{X} = 118 > \bar{X} = 92,6$). The Conclusion of the results of this study were (1) the basic skills of tennis between a group of students who got the lesson through tactical learning approach was better than a group of students who got the lesson through technical learning approach. (2) There is not interaction between learning approaches with achievement motivation of the basic skills on tennis technique. (3) Skills basic techniques of tennis from the group of students who got the lesson through tactical learning approach were better than the group of students who got the lesson through technical learning approach in the group of students who had high achievement motivation. (4) The basic skills tennis between groups of students who got the lesson through the learning approach was not better than the group of students who got the lesson through a tactical approach on a group of students who had low achievement motivation.

