PENGARUH MODEL PEMBELAJARAN TERHADAP KETERAMPILAN BERMAIN BULUTANGKIS, *HIGHER-ORDER THINKING SKILLS* DAN MOTIVASI BELAJAR

DISERTASI

Diajukan untuk memenuhi sebagian dari syarat untuk memperoleh Gelar Doktor dalam Bidang Pendidikan Olahraga

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ABSTRAK

PENGARUH MODEL PEMBELAJARAN TERHADAP KETERAMPILAN BERMAIN BULUTANGKIS, *HIGHER-ORDER THINKING SKILLS* DAN MOTIVASI BELAJAR

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Ranah psikomotor, kognitif dan afektif harus berkembang secara seimbang, oleh sebab itu, proses perkuliahan bulutangkis seharusnya didesain dan direncanakan dengan baik dalam rangka membantu mahasiswa untuk mengembangkan ketiga ranah tersebut. Namun dalam implementasi perkuliahan bulutangkis, proses dan tujuan pembelajaran masih berorientasi pada keterampilan motorik sehingga unsur kognitif dan afektif cenderung terabaikan. Oleh sebab itu, penelitian ini bertujuan untuk melakukan penelitian dengan menggunakan tiga model pembelajaran (terintegrasi, *problem-based learning* dan *direct instruction*) dan pengaruhnya terhadap keterampilan bermain bulutangkis, keterampilan berpikir tingkat tinggi dan motivasi belajar. Penelitian dengan desain *randomized pretest-posttest control group* digunakan dalam penelitian ini. Populasi adalah mahasiswa prodi PJKR yang mengikuti mata kuliah bulutangkis dengan jumlah 79 orang. Teknik penarikan sampel dilakukan dengan purposive sampling, sehingga sampel dalam penelitian ini berjumlah 50 orang. Analisis data yang digunakan adalah ANOVA dan paired t test sample. Hasil penelitian menunjukkan bahwa dalam peningkatan keterampilan bermain bulutangkis, pengaruh model terintegrasi tidak berbeda signifikan dengan model *problem-based learning,* begitu juga dengan perbedaan model terintegrasi dan model *direct instruction*, namun pengaruh model *problem-based learning* lebih baik dibandingkan dengan model *direct instruction.* Selanjutnya dalam peningkatan *HOTS*, model terintegrasi lebih baik dibandingkan dengan model *direct instruction*, namun pengaruh model terintegrasi tidak berbeda signifikan dengan model *problem-based learning*, begitu juga dengan perbandingan model *problem-based learning* dengan *model direct instruction* yang tidak berbeda signifikan. Berikutnya dalam peningkatan motivasi belajar, model terintegrasi memberikan pengaruh yang lebih baik dibandingkan dengan model *problem-based learning* dan model *direct instruction*, namun pengaruh model *problem-based learning* dan *direct instruction* tidak berbeda signifikan.

Kata kunci: model pembelajaran terintegrasi, *problem-based learning*, *direct instruction,* keterampilan bermain bulutangkis, *HOTS*, motivasi belajar.

ABSTRACT

THE INFLUENCE OF LEARNING MODELS ON BADMINTON PLAYING SKILLS, HIGHER-ORDER THINKING SKILLS, AND LEARNING MOTIVATION

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The psychomotor, cognitive, and affective domains must develop in a balanced manner, therefore, the badminton lecture process should be well-designed and planned to help students develop these three domains. However, in the implementation of badminton lectures, the learning process and objectives are still oriented towards motor skills so cognitive and affective elements tend to be neglected. Therefore, this study aims to conduct research using three learning models (integrated, problem-based learning, and direct instruction) and their effects on badminton playing skills, higher-order thinking skills (HOTS), and learning motivation. Research with a randomized pretest-posttest control group design was used in this study. The population is PJKR study program students who take badminton courses with a total of 79 people. The sampling technique was carried out by purposive sampling so that the sample in this study amounted to 50 people. Data analysis used is ANOVA and paired t-test sample. The results showed that in improving badminton playing skills, the effect of the integrated model was not significantly different from the problem-based learning model, as well as the difference between the integrated model and the direct instruction model, but the effect of the problem-based learning model was better than the direct instruction model. Furthermore, in increasing HOTS, the integrated model is better than the direct instruction model, but the effect of the integrated model is not significantly different from the problem-based learning model, as well as the comparison of the problem-based learning model with the direct instruction model which is not significantly different. Next, in increasing learning motivation, the integrated model has a better effect than the problem-based learning model and the direct instruction model, but the effect of the problem-based learning model and direct instruction is not significantly different.

Keywords: *integrated learning model, problem-based learning, direct instruction, badminton playing skills, HOTS, learning motivation.*

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DAFTAR TABEL

DAFTAR GAMBAR

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