

**PENGARUH MODEL PEMBELAJARAN TERINTEGRASI DALAM
PENDIDIKAN JASMANI DAN OLAHRAGA UNTUK MENINGKATKAN
POSITIVE YOUTH DEVELOPMENT 12CS
DAN *PHYSICAL LITERACY***



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diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Doktor
pada Program Studi Pendidikan Olahraga

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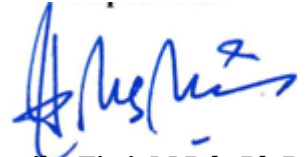
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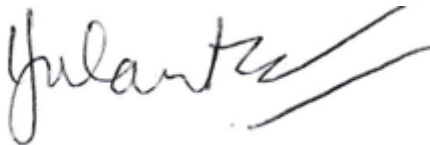
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ABSTRAK

Hidayat. NIM 2106643. Judul Disertasi. Pengaruh Model Pembelajaran Terintegrasi dalam Pendidikan Jasmani Dan Olahraga Untuk *Meningkatkan Positive Youth Development 12Cs* dan *Physical Literacy*. Disertasi ini dibimbing oleh Prof. Dr. H. Amung Ma'mun, M.Pd., Mustika Fitri, M.Pd., Ph.D., Dr. Agus Mahendra, M.A. Program Studi Pendidikan Olahraga, Sekolah Pascasarjana, Universitas Pendidikan Indonesia.

Penelitian ini bertujuan untuk menganalisis hasil pembelajaran terintegrasi terhadap perkembangan positif remaja melalui 12 komponen PYD dan *Physical Literacy*. Metode yang digunakan adalah eksperimen dengan desain *pretest-posttest control group with more than one experimental*, yang melibatkan lebih dari satu eksperimen, di mana variabel independennya adalah Pembelajaran terintegrasi dan variabel dependen mencakup PYD 12Cs dan *Physical Literacy*. Populasi dalam penelitian ini terdiri dari siswa kelas 9A, 9B, dan 9C di SMP Negeri 2 Leles Garut, sebanyak 89 siswa. Pemilihan sampel kelas 9 didasarkan pada fase perkembangan remaja yang berada dalam tahap transisi menuju kematangan psikologis, sosial, dan fisik, sehingga intervensi yang diberikan pada tahap ini dapat lebih optimal mempengaruhi perkembangan positif. Selain itu, siswa kelas 9 menghadapi tantangan akademik dan sosial yang lebih kompleks, menjadikan kelompok mereka relevan untuk mengevaluasi dampaknya terhadap pendekatan pembelajaran terintegrasi. Pengambilan sampel dilakukan dengan metode *simple random sampling*, di mana siswa dibagi menjadi tiga kelompok: kelompok program A1 (integrasi PYD 12Cs), A2 (Integrasi PL), dan kelompok kontrol A3 (Non-Integrasi). Program yang diberikan mencakup aktivitas pembelajaran yang terintegrasi dengan setiap komponen 12Cs PYD dan *physical literacy*, dilaksanakan selama 12 pertemuan. Instrumen penelitian menggunakan angket PYD 12Cs dan angket *physical literacy* (APLQ), dilakukan sebelum dan setelah intervensi. Data dianalisis menggunakan uji *Normalitas*, uji *Homogenitas*, uji *Independent Sample T-Test* dan analisis varian (*ANOVA oneway*). Hasil penelitian menunjukkan bahwa pada variabel PYD 12Cs, ketiga kelompok program mengalami peningkatan skor, dengan kelompok A1 mencatatkan peningkatan tertinggi. Sementara itu, pada variabel *physical literacy*, ketiga kelompok program juga menunjukkan peningkatan skor, di mana kelompok A2 mengalami peningkatan paling signifikan. Temuan ini menegaskan bahwa prinsip pembelajaran terintegrasi seharusnya menjadi strategi utama dalam mendukung perkembangan remaja dan mempersiapkan mereka untuk menghadapi tantangan global di masa depan.

Kata Kunci : Pembelajaran terintegrasi, PYD 12Cs, *Physical Literacy*, *Experiment*, Remaja SMP.

ABSTRACT

Hidayat. NIM 2106643. Dissertation Title. The Influence of Integrated Learning Model in Physical Education and Sports to Improve Positive Youth Development 12Cs and Physical Literacy. This dissertation is supervised by Prof. Dr. H. Amung Ma'mun, M.Pd., Mustika Fitri, M.Pd., Ph.D., Dr. Agus Mahendra, M.A. Sports Education Study Program, Postgraduate School, Universitas Pendidikan Indonesia.

This study aims to analyze the results of integrated learning on the positive development of adolescents through 12 components of PYD and Physical Literacy. The method used was an experiment with a pretest-posttest control group design with more than one experimental, which involved more than one experiment, where the independent variable was Integrated learning and the dependent variable included PYD 12Cs and Physical Literacy. The population in this study consisted of students in grades 9A, 9B, and 9C at SMP Negeri 2 Leles Garut, totaling 89 students. The selection of grade 9 samples was based on the developmental phase of adolescents who are in the transition stage towards psychological, social, and physical maturity, so that interventions given at this stage can more optimally influence positive development. In addition, grade 9 students face more complex academic and social challenges, making their group relevant to evaluate the impact of the integrated learning approach. Sampling was carried out using the simple random sampling method, where students were divided into three groups: program group A1 (PYD 12Cs integration), A2 (PL Integration), and control group A3 (Non-Integration). The program provided includes learning activities integrated with each component of 12Cs PYD and physical literacy, implemented for 12 meetings. The research instrument used the PYD 12Cs questionnaire and the physical literacy questionnaire (APLQ), conducted before and after the intervention. Data were analyzed using the Normality test, Homogeneity test, Independent Sample T-Test and analysis of variance (one-way ANOVA). The results showed that in the PYD 12Cs variable, all three program groups experienced an increase in scores, with group A1 recording the highest increase. Meanwhile, in the physical literacy variable, all three program groups also showed an increase in scores, with group A2 experiencing the most significant increase. This finding confirms that the principle of integrated learning should be a primary strategy in supporting adolescent development and preparing them to face global challenges in the future.

Keywords: Integrated learning, PYD 12Cs, Physical Literacy, Experiment, junior high school teenagers.

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