

**PENGARUH MODEL PEMBELAJARAN INSTRUKSIONAL DAN
KETERAMPILAN SOSIAL TERHADAP *LIFE SKILLS*
DAN KETERAMPILAN MOTORIK DASAR**



TESIS

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Pendidikan pada Program Studi Pendidikan Olahraga

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**PENGARUH MODEL INSTRUKSIONAL DAN KETERAMPILAN
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MOTORIK DASAR**

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis perbedaan pengaruh model pembelajaran dan keterampilan sosial terhadap *life skills* dan keterampilan motorik dasar dalam konteks pembelajaran pendidikan jasmani. Penelitian ini merupakan penelitian eksperimen dengan desain faktorial 2x2. Penelitian dilaksanakan selama dua belas kali pertemuan dengan melibatkan 40 peserta didik yang terbagi ke dalam dua kelompok model pembelajaran, yaitu Model Pembelajaran TGT dan TPSR, masing-masing berjumlah 20 peserta didik MIN 7 Kota Medan. Instrumen yang digunakan adalah *Life Skills Scale for Sport* (LSSS) dan pengukuran keterampilan motorik dasar melalui *Furtado-Gallagher Children Observational Movement Pattern Assessment* (FG-COMPASS). Analisis data dilakukan menggunakan SPSS versi 29 dengan pengajuan hipotesis two way MANOVA dan uji Tukey. Hasil penelitian menunjukkan bahwa secara umum model pembelajaran TPSR lebih unggul dalam membentuk *life skills* dibandingkan TGT. Tidak terjadi interaksi antara kedua model pembelajaran dengan keterampilan sosial dalam membentuk *life skills* secara umum. Pada kelompok peserta didik dengan keterampilan sosial tinggi, model TPSR menunjukkan kecenderungan lebih unggul dibandingkan TGT dalam pembentukan *life skills*, namun perbedaan tersebut tidak signifikan secara statistik. Demikian pula, pada kelompok peserta didik dengan keterampilan sosial rendah, baik model TPSR maupun TGT memberikan kontribusi yang relatif setara terhadap pengembangan *life skills* tanpa adanya perbedaan yang signifikan secara statistik. Pada aspek keterampilan motorik dasar, secara umum tidak terdapat perbedaan pengaruh antara model TPSR dan TGT. Akan tetapi terdapat interaksi antara model pembelajaran dengan keterampilan sosial dalam membentuk keterampilan motorik dasar. Pada peserta didik dengan keterampilan sosial tinggi, model pembelajaran TGT lebih unggul dalam membentuk keterampilan motorik dasar dibandingkan TPSR. Pada peserta didik dengan keterampilan sosial rendah tidak terdapat perbedaan pengaruh antara model pembelajaran TGT dan TPSR dalam membentuk keterampilan motorik dasar. Hasil penelitian ini memberikan kontribusi empiris pada pemilihan model pembelajaran yang dapat meningkatkan *life skills* dan keterampilan motorik dasar dalam upaya mereduksi perilaku sedentari peserta didik berdasarkan kondisi keterampilan sosialnya.

Kata Kunci: Model Instruksional. Keterampilan sosial, *Life skills*, Keterampilan motorik dasar

THE INFLUENCE OF INSTRUCTIONAL MODELS AND SOCIAL SKILLS ON LIFE SKILLS AND FUNDAMENTAL MOVEMENT SKILLS

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ABSTRACT

This study aimed to analyze how different teaching models and students' social skills influence the development of life skills and fundamental motor skills in physical education. Using a 2x2 factorial experimental design, the research was carried out over twelve sessions with 40 students from MIN 7 Kota Medan. Participants were divided evenly into two groups: one taught using the Teams Games Tournament (TGT) model, and the other with the Teaching Personal and Social Responsibility (TPSR) model. Life skills were assessed using the Life Skills Scale for Sport (LSSS), while motor skills were measured with the Furtado-Gallagher Children Observational Movement Pattern Assessment (FG-COMPASS) tool. Data analysis was conducted using SPSS version 29, applying two-way MANOVA and Tukey post hoc tests. The TPSR model proved more effective than the TGT model in developing students' life skills. No interaction was found between teaching models and social skills in shaping overall life skills. For students with high social skills, the TPSR model showed a tendency to outperform TGT in developing life skills, although the difference was not statistically significant. Likewise, among students with low social skills, both TPSR and TGT contributed similarly to life skills development, with no significant differences observed. As for fundamental motor skills, no major differences were found between the two models overall. However, a meaningful interaction emerged among students with high social skills, the TGT model led to better motor skill outcomes compared to TPSR. For students with low social skills, the effects were similar across both models. These findings offer valuable insights for educators in choosing teaching strategies that can support students' holistic growth and help reduce sedentary behavior, taking into account their social skill levels.

Keywords: Instructional Model, social skills, Life skills, Fundamental Movement Skills

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