

**PENGARUH MODEL PEMBELAJARAN INSTRUKSIONAL DAN *SELF-EFFICACY* TERHADAP KETERAMPILAN TEKNIK KUMITE DALAM
BELADIRI KARATE**



TESIS

Diajukan untuk memenuhi sebagian dari syarat memperoleh gelar Magister
Pendidikan pada Program Studi Pendidikan Olahraga

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SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
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ABSTRAK

Penelitian ini berangkat dari persoalan rendahnya efektivitas pembelajaran keterampilan khususnya pada siswa ekstrakurikuler beladiri karate nomor kumite yang belum sepenuhnya mempertimbangkan perbedaan karakteristik psikologis siswa, seperti tingkat *self-efficacy*. Tujuan penelitian ini untuk mengetahui pengaruh model pembelajaran *Direct Instruction* dan *Personalized System for Instruction* serta interaksinya dengan tingkat *self-efficacy* terhadap keterampilan teknik kumite. Metode yang digunakan adalah *quasi-experimental* dengan *factorial design 2x2*. Populasi dalam penelitian ini adalah siswa ekstrakurikuler karate di salah satu SMA Negeri di Kabupaten Bandung sebanyak 32 siswa yang dijadikan sampel dengan teknik *total sampling*. Pengelompokan berdasarkan tingkat *self-efficacy* dilakukan menggunakan teknik *ordinal pairing* untuk memperoleh distribusi yang seimbang antar kelompok. Instrumen yang digunakan adalah *General Self-Efficacy Scale-12* (GSES-12) dan *System for the Technical Assessment of Kumite* (STAK). Analisis data dilakukan menggunakan SPSS versi 29 dengan pengajuan hipotesis *two-way ANOVA* dan uji Tukey. Hasil penelitian menunjukkan: pertama, terdapat perbedaan pengaruh antara model DI dan PSI terhadap keterampilan teknik kumite; kedua, terdapat interaksi antara model pembelajaran dan *self-efficacy* terhadap keterampilan teknik kumite; ketiga, terdapat perbedaan pengaruh yang signifikan antara model DI dan PSI terhadap keterampilan teknik kumite pada kelompok *self-efficacy* tinggi, dimana model pembelajaran DI lebih baik; keempat, terdapat perbedaan pengaruh antara kedua model pembelajaran pada siswa dengan *self-efficacy* rendah namun tidak signifikan, dimana model pembelajaran PSI lebih baik.

Kata Kunci: model pembelajaran, *direct instruction*, *personalized system for instruction*, *self-efficacy*, keterampilan teknik kumite

THE INFLUENCE OF INSTRUCTIONAL LEARNING MODELS AND SELF-EFFICACY ON KUMITE TECHNIQUE SKILLS IN KARATE MARTIAL ARTS

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ABSTRACT

This study addresses the issue of ineffective skill learning in extracurricular karate programs, especially in the kumite category, which often overlooks students' psychological characteristics such as self-efficacy. The purpose of this research was to examine the effects of Direct Instruction and the Personalized System for Instruction, as well as their interaction with self-efficacy levels, on students' kumite skills. A quasi-experimental method with a 2x2 factorial design was used. The participants were 32 students from a public senior high school in Bandung Regency, selected through total sampling. Grouping based on self-efficacy levels was done using the ordinal pairing technique to ensure balanced group distribution. The instruments used were the General Self-Efficacy Scale-12 (GSES-12) and the System for the Technical Assessment of Kumite (STAK). Data analysis was conducted using SPSS version 29, with hypothesis testing through two-way ANOVA and Tukey's post hoc test. The results showed: (1) a significant difference in kumite skills between students taught with DI and PSI; (2) a significant interaction between instructional model and self-efficacy; (3) the DI model was more effective for students with high self-efficacy; and (4) the PSI model was more effective for students with low self-efficacy. Thus, there was no statistically significant difference between the two models.

Keywords: learning models, direct instruction, personalized system for instruction, self-efficacy, kumite skills

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