

ABSTRAK

PENGARUH MODEL *PEER TEACHING* TERHADAP MOTIVASI DAN HASIL BELAJAR KETERAMPILAN HOCKEY

Irwan Hermawan, S.Pd (2015): “Pengaruh Model Pembelajaran *Peer Teaching* Terhadap Motivasi Dan Hasil Belajar Keterampilan Hockey”. Tesis, Bandung. Sekolah Pascasarjana Universitas Pendidikan Indonesia. Pembimbing:

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- (2) Dr. Nuryadi, M.Pd.

Penelitian ini hendak mengkaji mengenai efektivitas model *peer teaching* terhadap motivasi dan hasil belajar keterampilan hockey. Hasil penelitian ini diharapkan dapat dijadikan sebagai alternatif solusi dalam rangka pengembangan kualitas pembelajaran hockey. Metode yang digunakan dalam penelitian ini adalah metode *Experiment* dengan desain *The Static Pretest-Posttest Design*. Populasi dalam penelitian ini adalah siswa yang mengikuti ekstrakurikuler hockey di SMAN 26 Bandung sebanyak 30 siswa. Teknik pengambilan sampel menggunakan teknik sampling seadanya. Waktu penelitian yaitu selama 6 minggu, jumlah perlakuan 16 kali pertemuan, dengan frekuensi 1 minggu 3 kali. Instrumen yang dipilih penulis untuk mengukur peningkatan motivasi adalah menggunakan angket motivasi, Sedangkan instrumen yang dipakai untuk menjangking data hasil belajar siswa dalam penelitian ini adalah tes praktek keterampilan pada materi tes keterampilan hockey (*dribbling*, *passing*, dan *stopping*). Berdasarkan hasil analisis maka dapat disimpulkan: (1) Model *peer teaching* dan model pembelajaran konvensional berpengaruh terhadap motivasi, (2) Model *peer teaching* dan model pembelajaran konvensional berpengaruh terhadap hasil belajar keterampilan hockey, (3) Pretest motivasi berpengaruh terhadap posttest motivasi, (4) Pretest hasil belajar keterampilan hockey berpengaruh terhadap posttest hasil belajar keterampilan hockey, (5) Pretest motivasi, model *peer teaching* dan model pembelajaran konvensional berpengaruh terhadap posttest motivasi, (6) Pretest hasil belajar, model *peer teaching* dan model pembelajaran konvensional berpengaruh terhadap posttest hasil belajar keterampilan hockey.

Kata Kunci : *Peer teaching*, motivasi, hasil belajar, hockey.

Irwan Hermawan, 2015

Pengaruh model peer teaching terhadap motivasi dan hasil belajar

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ABSTRACT

THE EFFECT OF PEER TEACHING MODEL ON MOTIVATION AND LEARNING RESULTS HOCKEY SKILLS

Irwan Hermawan, S.Pd (2015): “The effect on Peer Teaching learning model to Motivation and learning results on hockey skills”. Thesis, Bandung. Postgraduate School University Education of Indonesia. Preceptor:

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This research seeks to examine the effectiveness of peer teaching models on motivation and learning results in hockey skills. The results of this study can be used as an alternative solution in order to develop the quality of learning hockey. The method used in this research is the Experiment method. It's designed to The Static Pretest-Posttest Design. The population in this study was students who following the hockey extracurricular time at 26 Senior High School, in Bandung. It involved as much as 30 students in it. The sampling technique used, is an improvised sampling techniques. The research times spent are 6 weeks exactly, with a total of 16 treatment sessions, within a frequency of 3 times in 1 week. The amount of treatment of 16 sessions, with 1 week 3 times frequencies. The instrument that has been chosen by the author to measure the enhancement motivation is the motivation questionnaire. While the instrument is in use to collecting the result of students learning data, this research is a practice test on the hockey material skills such as (dribbling, passing, and stopping). Based on the analysis results then, it can be concluded in this following conclusion: (1) Peer teaching model and the conventional learning model have effect to motivation, (2) Peer teaching model and the conventional learning model have effect to result of learning hockey skills, (3) Pretest of motivation have effect to posttest of motivation, (4) Pretest result of learning hockey skills have effect to posttest result of learning hockey skills, (5) Pretest of motivation, Peer teaching model and the conventional learning model have effect to posttest of motivation, (6) Pretest result of learning hockey skills, peer teaching model and the conventional learning model have effect to posttest result of learning hockey skills.

Key words : Peer teaching, motivation, learning result, hockey.

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