

PENGARUH *GAME SITUATED LEARNING* DALAM TENIS MEJA
TERHADAP JUMLAH WAKTU AKTIF BELAJAR DAN
HASIL BELAJAR

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui dan menguji: pengaruh *game situated learning* dalam tenis meja terhadap jumlah waktu aktif belajar dan hasil belajar. Metode penelitian yang digunakan adalah metode eksperimen. Desain penelitian menggunakan *Randomize Pretest-Posttest Control Group Design*. Penelitian dilakukan di SMP Kartika XIX- 1 Bandung. Populasi adalah siswa kelas VII berjumlah 233 orang. Sampel diambil menggunakan teknik *cluster random sampling*, berjumlah 78 orang yang terdiri dari dua kelas yaitu, kelas eksperimen berjumlah 39 orang dan kelas kontrol berjumlah 39 orang. Untuk mengobservasi jumlah waktu aktif belajar, instrumen yang digunakan adalah *duration recording sheet (time line)*. Untuk mengukur hasil belajar digunakan instrumen kognitif, afektif, serta psikomotor. Perlakuan diberikan selama 10 pertemuan. Data yang diperoleh dianalisis menggunakan uji-*t*, dengan bantuan SPSS versi 22 dengan taraf signifikansi $\alpha=0,05$. Hasil penelitian menunjukkan, 1) terdapat perbedaan pengaruh *game situated learning* dan konvensional *learning* dalam tenis meja terhadap jumlah waktu aktif belajar; 2) terdapat pengaruh *game situated learning* dalam tenis meja terhadap hasil belajar kognitif; 3) terdapat pengaruh *game situated learning* dalam tenis meja terhadap hasil belajar afektif; 4) terdapat pengaruh *game situated learning* dalam tenis meja terhadap hasil belajar psikomotor; 5) terdapat pengaruh konvensional *learning* dalam tenis meja terhadap hasil belajar kognitif; 6) terdapat pengaruh konvensional *learning* dalam tenis meja terhadap hasil belajar afektif; 7) terdapat pengaruh konvensional *learning* dalam tenis meja terhadap hasil belajar psikomotor; 8) terdapat perbedaan pengaruh *game situated learning* dan konvensional *learning* dalam tenis meja terhadap hasil belajar.

Kata kunci: *Game situated learning*, konvensional *learning*, jumlah waktu aktif belajar, hasil belajar

**THE EFFECT OF GAME SITUATED LEARNING IN TABLE TENNIS ON ACADEMIC
LEARNING TIME AND LEARNING OUTCOMES**

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ABSTRACT

The objective of this study is to find out the effect of game situated learning in table tennis on the academic learning time and outcomes. This study uses experiment research method and Randomize Pretest-Posttest Control Group Design as the research design. This study was conducted in Junior High School Kartika XIX-1 Bandung. The population of this study are 233 students of VII grade. Sample were taken using cluster random sampling, 78 samples divided into two groups, 39 for experiment group and 39 for control group. Instrument used in this study are the duration recording sheet (time line) to observe the academic learning time and the cognitive, affective, and psychomotor measurement instrument to measure the learning outcomes. This study was conducted over 10 meetings. The data was analysis used SPSS 22 with the level of significance $\alpha=0,05$. The finding shown: 1)there is a different effect of game situated learning and conventional learning in table tennis on the academic learning time; 2)there is an effect of game situated learning in table tennis on the cognitive learning outcomes; 3)there is an effect of game situated learning in table tennis on the affective learning outcomes; 4)there is an effect of game situated learning in table tennis on the psychomotor learning outcomes; 5)there is an effect of conventional learning in table tennis on the cognitive learning outcomes; 6)there is an effect of conventional learning in table tennis on the affective learning outcomes; 7)there is an effect of conventional learning in table tennis on the psychomotor learning outcomes; 8)there are different effect of game situated learning and conventional learning in table tennis on the learning outcomes.

Keywords: Game situated learning, conventional learning, academic learning time, learning outcomes