

ABSTRAK

Arini Ayuningrias Wulandari. Nim 1403051. Tesis : Pengaruh Formatif Assesmen Menggunakan Umpan Balik Terhadap Peningkatan *Self-Esteem* dan Hasil Belajar Siswa dalam Pendidikan Jasmani. Tesis ini dibimbing oleh Dr. Komarudin, M.Pd

Tujuan dari penelitian ini ialah untuk mengetahui pengaruh formatif assesmen menggunakan umpan balik dan tanpa umpan balik terhadap peningkatan *self-esteem* dan hasil belajar pendidikan jasmani. Metode penelitian menggunakan Quasi Eksperimen dengan desain *counterbalanced*. Populasi penelitian ialah siswa SMP Laboratorium School kelas VIII. Pengambilan sampel menggunakan teknik Cluster Random Sampling, sehingga diperoleh kelas VIII B dan VIII E dengan jumlah siswa 50 orang. Instrumen yang digunakan ialah angket dan lembar observasi harian. Teknik analisis data menggunakan uji Friedman dan Mann-Whitney U. Berdasarkan hasil analisis data, nilai rata-rata dari formatif assesmen umpan balik ialah 2.8932 & 1.9660 dan formatif assesmen tanpa umpan balik ialah 2.8644 & 1.8564. Kesimpulan dari penelitian ini ialah: 1) Formatif Assesmen dengan Umpan Balik berpengaruh terhadap peningkatan *self-esteem* dan hasil belajar pendidikan jasmani, 2) Formatif Assesmen Tanpa Umpan Balik tidak berpengaruh terhadap peningkatan *self-esteem* dan hasil belajar pendidikan jasmani, dan 3) Tidak Terdapat perbedaan antara Formatif Assesmen dengan umpan balik dan Formatif Assesmen tanpa umpan balik terhadap peningkatan *self-esteem*, serta Terdapat perbedaan antara Formatif Assesmen dengan umpan balik dan Formatif Assesmen tanpa umpan balik terhadap peningkatan hasil belajar pendidikan jasmani. Pembiasaan dalam melakukan koreksi (umpan balik) kepada seluruh siswa akan sangat membantu serta cara yang efektif agar tujuan dari pembelajaran dapat tercapai dengan maksimal.

Kata Kunci : Formatif Assesmen, Umpan Balik, Tanpa Umpan Balik, *Self-Esteem*, Hasil Belajar Pendidikan Jasmani.

ABSTRACT

Arini Ayuningrias Wulandari. Nim 1403051. Thesis : The influence of Formative Assessment Using Feedback to Increased Self-esteem and Learning Outcomes of students in Physical Education. Thesis is guided by Dr. Komarudin, M. Pd.

The purpose of this research is to know the influence of formative assessment using feedback and non-feedback to increased self-esteem and physical education learning outcomes. Research method using Quasi Experimental design with counterbalanced. Population Research Laboratorium School, Junior High School students is grade VIII. Sampling using Cluster Random Sampling techniques, so that the retrieved class VIII B and VIII E with number of students 50 people. The instrument used is the question form and daily observation sheets. Data analysis techniques using test of Friedman and Mann Whitney-U. Based on the results of the data analysis, the average value of a formative assessment feedback is 2.8932 & 1.9660 and formative assessment non-feedback is 2.8644 & 1.8564. The conclusions of this research are: 1) Formative assessment with a feedback effect on the increased self-esteem and physical education learning outcomes, 2) Formative Assessment non-Feedback has no effect against the increased self-esteem and physical education learning outcomes, and 3) there is no difference between Formative Assessment with feedback and Formative Assessment non-feedback to increased self-esteem, and there is a difference between Formative Assessment with feedback and Formative Assessment non feedback on improvement of physical education learning outcomes. Conditioning in performing correction (feedback) to all students will be helpful and effective way so that the goal of the learning can be achieved to the maximum.

Keyword : Formative Assesment, Feedback, Non-Feedback, Self-Esteem, Physical Education Learning Outcomes