

**PENGARUH MODEL PEMBELAJARAN DAN PEMBERIAN UMPAN  
BALIK TERHADAP MOTIVASI BELAJAR DAN INTENSITAS GERAK  
DALAM PEMBELAJARAN PENDIDIKAN JASMANI**

**DISERTASI**

**diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar  
Doktor Pendidikan Olahraga**



**oleh**

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## ABSTRAK

### **Lutfi Nur, M.Pd. 1706417. Pengaruh Model Pembelajaran dan Pemberian Umpan Balik terhadap Motivasi Belajar dan Intensitas Gerak dalam Pembelajaran Pendidikan Jasmani.**

Penelitian ini bertujuan mengkaji pengaruh model pembelajaran dan pemberian umpan balik terhadap motivasi belajar dan intensitas gerak dalam pembelajaran pendidikan jasmani (Penjas). Penelitian ini menggunakan metode eksperimen dengan desain kuasi eksperimen teknik *counterbalanced*. Populasi dalam penelitian ini adalah siswa putra kelas VII SMP Laboratorium Percontohan UPI Bandung sebanyak 162 siswa yang terbagi dalam enam kelas. Teknik pengambilan sampel menggunakan teknik *cluster sampling*, sehingga didapatkan empat kelas (116 siswa) yang dijadikan sampel dalam penelitian ini sesuai kebutuhan penelitian. Instrumen yang digunakan penulis adalah skala motivasi belajar Penjas dan alat *Polar Global Positioning System (GPS)* untuk mengukur intensitas gerak berbasis jarak tempuh dan denyut nadi. Teknik pengumpulan data dilaksanakan selama delapan minggu dengan jumlah pertemuan sebanyak satu kali setiap minggunya dari masing-masing kelompok perlakuan. Penelitian ini menerapkan empat jenis perlakuan yaitu model pembelajaran taktis yang dikombinasikan dengan umpan balik positif (X1) dan umpan balik netral (X3), penerapan model pembelajaran teknis yang dikombinasikan dengan umpan balik positif (X2) dan umpan balik netral (X4). Analisis data yang digunakan adalah teknik uji *Multivariate Analysis of Variance (MANOVA)* dua arah pada taraf signifikansi  $\alpha=0,05$ .

Hasil penelitian menunjukkan bahwa 1) model pembelajaran taktis lebih baik daripada model pembelajaran teknis terhadap motivasi belajar dan intensitas gerak dalam pembelajaran pendidikan jasmani, 2) tidak terdapat interaksi antara model pembelajaran dan pemberian umpan balik terhadap motivasi belajar dan intensitas gerak dalam pembelajaran pendidikan jasmani, 3) model pembelajaran taktis lebih baik daripada model pembelajaran teknis terhadap motivasi belajar dan intensitas gerak dalam pembelajaran pendidikan jasmani pada kelompok siswa yang diberikan umpan balik positif, 4) model pembelajaran taktis lebih baik daripada model pembelajaran teknis terhadap motivasi belajar dan intensitas gerak dalam pembelajaran pendidikan jasmani pada kelompok siswa yang diberikan umpan balik netral.

**Kata Kunci:** Model Pembelajaran, Umpan Balik, Motivasi Belajar, Intensitas Gerak, Penjas.

## **ABSTRACT**

### **Lutfi Nur, M.Pd. 1706417. The Effect of Learning Models and Giving Feedback on Learning Motivation and Motion Intensity in Physical Education Learning**

This study aims to examine the effect of learning models and providing feedback on learning motivation and movement intensity in physical education learning. This study uses an experimental method with a quasi-experimental design of counterbalanced techniques. The population in this study was the male students of class VII SMP UPI Bandung Pilot Laboratory as many as 162 students divided into six classes. The sampling technique uses cluster sampling technique, so that there are four classes (116 students) that are sampled in this study according to research needs. The instrument used by the author is Physical Education learning scale and the Polar Global Positioning System (GPS) tool to measure the intensity of motion based on distance and pulse. The data collection technique was carried out for eight weeks with a number of meetings once a week from each treatment group. This study applies four types of treatment, namely the tactical learning model combined with positive feedback (X1) and neutral feedback (X3), the application of technical learning models combined with positive feedback (X2) and neutral feedback (X4). Data analysis used was a two-way Multivariate Analysis of Variance (MANOVA) test technique at the significance level  $\alpha = 0.05$ .

The results showed that 1) the tactical learning model was better than the technical learning model of learning motivation and motion intensity in physical education learning, 2) there was no interaction between the learning model and giving feedback on learning motivation and motion intensity in physical education learning, 3) tactical learning model is better than the technical learning model of learning motivation and movement intensity in physical education learning in groups of students who are given positive feedback, 4) tactical learning model is better than the technical learning model of learning motivation and motion intensity in physical education learning in groups of students who are given neutral feedback.

**Keywords:** *Learning Model, Feedback, Learning Motivation, Motion Intensity, Physical Education.*

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