

**PENGARUH MODEL KOOPERATIF TERHADAP MOTIF PARTISIPASI DAN
HASIL BELAJAR MANIPULATIF SISWA PEREMPUAN DALAM
PENDIDIKAN JASMANI**

TESIS

Diajukan Untuk Memenuhi Sebagian Dari Syarat untuk Memperoleh Gelar
Magister Pendidikan Program Studi Pendidikan Olahraga Dan Kesehatan



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PEREMPUAN DALAM PENDIDIKAN JASMANI*

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HAK CIPTA

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Sebuah Proposal Tesis Yang Diajukan Untuk Memenuhi Salah Satu Syarat
Memperoleh Gelar Magister Pada Program Studi Pendidikan Olahraga Sps UPI

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Dilarang memperbanyak, mengutip sebagian ataupun seluruh isi proposal tesis ini dalam bentuk apapun, dengan cara apapun, tanpa seizin tertulis dari penulis.

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya partisipasi siswa perempuan dalam pembelajaran pendidikan jasmani. Adapun tujuan dari penelitian ini yaitu untuk mengetahui motif partisipasi dan hasil belajar manipulatif siswa perempuan dalam pembelajaran pendidikan jasmani pada siswa kelas V SDN 053 Cisitu Kota Bandung 2019/2020. Oleh karena itu, peneliti tertarik untuk melakukan sebuah penelitian supaya motif partisipasi dan hasil belajar manipulatif siswa perempuan dapat meningkat. Dalam penelitian ini peneliti menggunakan metode penelitian eksperimen dengan desain penelitian yang digunakan adalah *One Group Pretest-Posttest*. Instrumen penelitian menggunakan kuesioner PEPAS –*Purposes for Engaging in Physical Activity Scale* dan lembar penilaian hasil belajar gerak manipulatif. Adapun populasi dalam penelitian ini adalah siswa kelas V SDN 053 Cisitu Kota Bandung tahun ajaran 2019/2020 yang berjumlah 58 siswa perempuan dan dalam menentukan sampel penulis menggunakan teknik total Sampling adalah dimana seluruh populasi yang diminati (yaitu, kelompok yang memiliki karakteristik tertentu) untuk di pelajari. Berdasarkan hasil analisis dapat disimpulkan bahwa tidak ada perbedaan efek dari ketiga strategi pembelajaran kooperatif terhadap motif partisipasi siswa perempuan, sehingga dapat dikatakan ketiga strategi tersebut memberikan efek yang sama dalam motif partisipasi siswa perempuan. Akan tetapi, terhadap hasil belajar manipulative siswa terdapat perbedaan efek dari ketiga strategi pembelajaran kooperatif ini, dimana strategi jigsaw paling efektif karena memiliki rata-rata paling besar diikuti oleh TGT dan STAD.

Kata kunci : Partisipasi, Hasil Belajar Manipulatif, Model Pembelajaran

THE EFFECT OF COOPERATIVE MODELS ON PARTICIPATION MOTIVES AND MANIPULATIVE LEARNING RESULTS OF WOMEN STUDENTS IN PHYSICAL EDUCATION

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ABSTRACT

This research is motivated by the low participation of female students in physical education learning. The purpose of this study is to determine the motives of participation and manipulative learning outcomes of female students in physical education learning in fifth grade students of SDN 053 Cisitu, Bandung 2019/2020. Therefore, researchers are interested in conducting a study so that the motives for the participation and manipulative learning outcomes of female students can increase. In this study, researchers used an experimental research method with the research design used was One Group Pretest-Posttest. The research instrument used the PEPAS -Purposes for Engaging in Physical Activity Scale questionnaire and the manipulative learning outcomes assessment sheet. The population in this study were fifth grade students of SDN 053 Cisitu, Bandung City in the academic year 2019/2020, amounting to 58 female students and in determining the sample of writers using the total sampling technique is where all the populations that are of interest (ie, groups that have certain characteristics) for learn. Based on the results of the analysis it can be concluded that there are no differences in the effects of the three cooperative learning strategies on the motives of female student participation, so it can be said that the three strategies have the same effect on the motives of female student participation. However, on the results of students' manipulative learning there are differences in the effects of these three cooperative learning strategies, where the jigsaw strategy is most effective because it has the greatest average followed by TGT and STAD.

Keywords: *Participation, Manipulative Learning Outcomes, Learning Model*

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