

**PENGARUH MODEL PEMBELAJARAN TERHADAP PENGETAHUAN  
DAN KETERAMPILAN LARI *SPRINT* PADA SISWA  
SMA NEGERI 1 KERUAK**

**TESIS**

Diajukan untuk memenuhi syarat memperoleh gelar Magister  
Pendidikan di Jurusan Pendidikan Olahraga



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Siswa SMA Negeri 1 Keruak*

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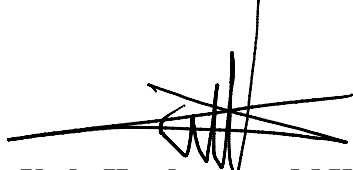
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SMA NEGERI 1 KERUAK**

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# PENGARUH MODEL PEMBELAJARAN TERHADAP PENGETAHUAN DAN KETERAMPILAN LARI *SPRINT* PADA SISWA SMA NEGERI 1 KERUAK

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## ABSTRAK

**ABSTRAK:** Penelitian ini bertujuan menganalisis pengaruh model pembelajaran IBL dan PBL terhadap pengetahuan dan keterampilan lari *sprint*. Penelitian ini adalah eksperimen dengan teknik pengambilan sampel yaitu teknik *purposive sampling*, alasannya pandemi Covid-19. Ada pun kelas XI jurusan IPS di SMA Negeri 1 Keruak sebagai populasi dan XI IPS 1 sebagai sampel untuk Model Pembelajaran *Inquiry Based Learning* dengan jumlah 36 siswa dan XI IPS 2 sebagai sampel untuk Model Pembelajaran *Problem Based Learning* sebanyak 34 siswa. Instrument yang digunakan berupa tes, observasi, matrik, dan wawancara. Setelah data diolah dan dianalisis dengan menggunakan SPSS 16.0.  $t_{hitung}$  Pengetahuan Lari *Sprint* adalah 13,237, dengan derajat bebas (df)  $N-2=36-2=34$  dan tingkat signifikan 5% , maka diketahui  $r_{tabel}$  sebesar 0,3291 sehingga dapat ditarik kesimpulan bahwa  $t_{hitung} > t_{tabel}$  ( $13,237 > 0,3291$ ) yang artinya variabel Pengetahuan Lari *Sprint* berpengaruh signifikan terhadap IBL.  $t_{hitung}$  Keterampilan Lari *Sprint* adalah 11,640, dengan derajat bebas (df)  $N-2=36-2=34$  dan tingkat signifikan 5% , maka diketahui  $r_{tabel}$  sebesar 0,3291 sehingga dapat ditarik kesimpulan bahwa  $t_{hitung} > t_{tabel}$  ( $11,237 > 0,3291$ ) yang artinya variabel Keterampilan Lari *Sprint* berpengaruh signifikan terhadap IBL.  $t_{hitung}$  Pengetahuan Lari *Sprint* adalah 10,890, dengan derajat bebas (df)  $N-2=34-2=32$  dan tingkat signifikan 5%, maka diketahui  $r_{tabel}$  sebesar 0,3388 sehingga dapat ditarik kesimpulan bahwa  $t_{hitung} > t_{tabel}$  ( $10,890 > 0,3388$ ) yang artinya variabel Pengetahuan Lari *Sprint* berpengaruh signifikan terhadap PBL.  $t_{hitung}$  Keterampilan Lari *Sprint* adalah 5,721, dengan derajat bebas (df)  $N-2=34-2=32$  dan tingkat signifikan 5% , maka diketahui  $r_{tabel}$  sebesar 0,3388 sehingga dapat ditarik kesimpulan bahwa  $t_{hitung} > t_{tabel}$  ( $5,721 > 0,3388$ ) yang artinya variabel Keterampilan Lari *Sprint* berpengaruh signifikan terhadap PBL.

Kata Kunci: Model Pembelajaran *Inquiry Based Learning*, Model Pembelajaran *Problem Based Learning*, Pengetahuan dan Keterampilan Lari *Sprint*.

**THE EFFECT OF LEARNING MODEL ON KNOWLEDGE AND SPRINT  
RUNNING SKILLS IN SMA NEGERI 1 KERUAK**

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**ABSTRACT**

**ABSTRACT:** *This study aims to analyze the effect of the IBL and PBL learning models on the knowledge and skills of sprinting. This research is an experiment with a sampling technique, namely the purposive sampling technique, the reason being the Covid-19 pandemic. There is also class XI Social Studies major at SMA Negeri 1 Keruak as the population and XI IPS 1 as a sample for the Inquiry Based Learning Learning Model with a total of 36 students and XI IPS 2 as a sample for the Problem Based Learning Learning Model as many as 34 students. Instruments used in the form of tests, observations, matrices, and interviews. After the data is processed and analyzed using SPSS 16.0.  $t$  arithmetic Sprint Knowledge is 13,237, with degrees of freedom (df)  $N-2 = 36-2 = 34$  and a significant level of 5% , it is known that  $r$  table is 0.3291 so it can be concluded that  $t$  count  $>$   $t$  table ( $13,237 > 0.3291$ ) which means that the Sprint Running Knowledge variable has a significant effect on IBL. The  $t$  count of Sprint Running Skills is 11.640, with degrees of freedom (df)  $N-2 = 36-2 = 34$  and a significant level of 5%, it is known that the  $r$  table is 0.3291 so it can be concluded that  $t$  count  $>$   $t$  table ( $11,237 > 0.3291$ ) which means that the Sprint Running Skill variable has a significant effect on IBL.  $t$  arithmetic Sprint Knowledge is 10,890, with degrees of freedom (df)  $N-2 = 34-2 = 32$  and a significant level of 5%, it is known that  $r$  table is 0.3388 so it can be concluded that  $t$  count  $>$   $t$  table ( $10,890 > 0.3388$ ) which means that the Sprint Running Knowledge variable has a significant effect on PBL. The  $t$  count of Sprint Running Skills is 5.721, with degrees of freedom (df)  $N-2 = 34-2 = 32$  and a significant level of 5%, it is known that the  $r$  table is 0.3388 so it can be concluded that  $t$  count  $>$   $t$  table ( $5.721 > 0.3388$ ) which means that the Sprint Running Skill variable has a significant effect on PBL.*

**Keywords:** *Inquiry Based Learning Model, Problem Based Learning Model, Sprint Running Knowledge and Skills.*

## DAFTAR ISI

<b>COVER</b>	
<b>LEMBAR HAK CIPTA.....</b>	<b>ii</b>
<b>LEMBAR PENGESAHAN .....</b>	<b>iii</b>
<b>LEMBAR PERNYATAAN .....</b>	<b>iv</b>
<b>KATA PENGANTAR.....</b>	<b>vii</b>
<b>ABSTRAK .....</b>	<b>viii</b>
<b>ABSTRACT .....</b>	<b>ix</b>
<b>DAFTAR ISI.....</b>	<b>x</b>
<b>DAFTAR TABEL .....</b>	<b>xi</b>
<b>DAFTAR GAMBAR.....</b>	<b>xii</b>
<b>DAFTAR DIAGRAM .....</b>	<b>xiii</b>
<b>I. BAB I PENDAHULUAN</b>	
1.1. Latar Belakang Penelitian .....	1
1.2. Rumusan Masalah Penelitian .....	7
1.3. Tujuan Penelitian .....	7
1.4. Manfaat Penelitian .....	8
1.5. Struktur Organisasi Tesis .....	9
<b>II. BAB II KAJIAN TEORI</b>	
2.1. Hakikat Pengetahuan.....	10
2.2. Hakikat Keterampilan .....	14
2.3. Lari Sprint .....	17
2.4. Model <i>Inquiry Based Learning</i> .....	24
2.5. Model <i>Problem Based Learning</i> .....	29
2.6. Tahapan Penelitian .....	36
2.7. Penelitian yang Relevan.....	37
2.8. Kerangka Pemikiran.....	38
2.9. Hipotesis Penelitian.....	40
<b>III. BAB III METODE PENELITIAN</b>	
3.1. Metode Penelitian.....	41
3.2. Lokasi dan Subjek Penelitian .....	41
3.3. Populasi .....	42
3.4. Sampel.....	42
3.5. Desain Penelitian.....	43
3.6. Instrumen Penelitian.....	43
3.7. Analisis Data .....	48
<b>IV. BAB IV TEMUAN DAN PEMBAHASAN</b>	
4.1. Temuan.....	54
4.2. Analisis.....	54
4.3. Pembahasan.....	59
<b>V. BAB V SIMPULAN DAN SARAN</b>	
5.1. Simpulan .....	63
5.2. Rekomendasi .....	63
5.3. Saran.....	65
<b>DAFTAR PUSTAKA</b>	
<b>LAMPIRAN</b>	

Sosriadi, 2021

*Pengaruh Model Pembelajaran Terhadap Pengetahuan Dan Keterampilan Lari Sprint Pada Siswa SMA Negeri 1 Keruak*

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