

**PENGEMBANGAN KEPEMIMPINAN DAN PENGUASAAN
PERFORMA BERMAIN BOLA TANGAN MELALUI
MODEL PENDIDIKAN OLAHRAGA**

DISERTASI

Diajukan untuk memenuhi sebagian syarat memperoleh gelar
Doktor Pendidikan Olahraga



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**PROGRAM STUDI PENDIDIKAN OLAHRAGA
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*PENGEMBANGAN KEPEMIMPINAN DAN PENGUASAAN PERFORMA BERMAIN BOLA TANGAN MELALUI MODEL
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BERMAIN BOLA TANGAN MELALUI MODEL PENDIDIKAN
OLAHRAGA**

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PERNYATAAN

Dengan ini saya menyatakan bahwa disertasi dengan judul “Pengembangan kepemimpinan dan penguasaan performa bermain melalui model pendidikan olahraga” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Juli 2021

Yang membuat pernyataan

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Suherman Slamet

ABSTRAK

PENGEMBANGAN KEPEMIMPINAN DAN PENGUASAAN PERFORMA BERMAIN BOLA TANGAN MELALUI MODEL PENDIDIKAN OLAHRAGA

Suherman Slamet

Yunyun Yudiana, Agus Mahendra, Amung Ma'mun

Dalam pembelajaran dan/atau pelatihan olahraga, tujuan utama keberhasilan seringkali lebih pada peningkatan keterampilan, tetapi jarang menentukan keberhasilannya di luar peningkatan keterampilan. Dalam penelitian ini dibahas tentang praktik pembelajaran dan/atau pelatihan olahraga bola tangan dengan tujuan meningkatkan domain lain yaitu kepemimpinan disamping performa bola tangan itu sendiri. Oleh karena itu, penelitian ini bertujuan untuk mengetahui perbedaan pengembangan kepemimpinan dan performa bola tangan pada dua desain pembelajaran dan/atau pelatihan bola tangan. Metode penelitian yang digunakan eksperimen dengan menerapkan model pendidikan olahraga pada dua kelompok sampel (X1 dan X2) mahasiswa PGSD FPOK UPI. Kelompok X2 mempelajari dan mempraktikkan keterampilan bermain bola tangan dengan model pendidikan olahraga sesuai program. Kelompok X1 memiliki program pelatihan yang sama dengan kelompok X2, tetapi disertai dengan integrasi yang terstruktur dan terstruktur dari komponen kepemimpinan. Instrumen yang digunakan adalah GPAI untuk performa keterampilan bermain bola tangan dan *Inventory Leadership Identity* (ILI). Berdasarkan hasil pengolahan dan analisis data dapat dibuktikan bahwa (1) kelompok muatan kepemimpinan yg terintegrasi lebih unggul daripada tidak terintegrasi dalam mengembangkan kepemimpinan; (2) tidak ada yg lebih unggul antara kelompok muatan kepemimpinan yg terintegrasi dengan tidak terintegrasi terhadap penguasaan performa bermain bola tangan; dan (3) kelompok muatan kepemimpinan yg terintegrasi lebih unggul daripada tidak terintegrasi terhadap perkembangan kepemimpinan dan penguasaan performa bermain bola tangan.

Kata kunci: pengembangan kepemimpinan; performa bermain; model pendidikan olahraga

ABSTRACT

LEADERSHIP DEVELOPMENT AND PERFORMANCE MASTERING OF HANDBOOK PLAYING THROUGH SPORTS EDUCATION MODEL

Suherman Slamet

Yunyun Yudiana, Agus Mahendra, Amung Ma'mun.

In sports learning and/or training, the primary goal of success is often skill improvement, but rarely determines success beyond skill improvement. This study discusses the practice of learning and/or training in handball with the aim of improving another domain, namely leadership in addition to the performance of handball itself. Therefore, this study aims to determine the difference in leadership development and handball performance in the two learning design and/or handball training. The research method used was an experiment by applying a sports education model to two sample groups (X1 and X2) of PGSD FPOK UPI students. The X2 group learned and practiced the skills of playing handball with a sports education model according to the program. The X1 group has the same training program as the X2 group, but is accompanied by a structured and structured integration of leadership components. The instruments used are GPAI for the performance of handball skills and inventory leadership identity (ILI). Based on the results of data processing and analysis, it can be proven that (1) integrated leadership content groups are superior to non-integrated ones in developing leadership; (2) there is no superiority between the integrated and non-integrated leadership content group towards the mastery of playing handball performance; and (3) the integrated leadership content group is superior to non-integrated on leadership development and mastery of handball playing performance.

Keywords: Leadership development; playing performance; sport education model

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