

ABSTRAK

M. Ilyasa. Pengaruh Model Pembelajaran dan Kecerdasan Emosional Terhadap Hasil Belajar Dribble. Pendidikan Olahraga, Pascasarjana. Universitas Negeri Medan, 2024.

Tujuan penelitian ini untuk menganalisis pengaruh model pembelajaran dan kecerdasan emosional terhadap hasil belajar dribble. Metode penelitian ini adalah penelitian eksperimen dengan desain by level 2x2. Teknik pengumpulan data dilakukan dengan kuesioner, observasi, dan dokumentasi. Teknik Analisis data menggunakan uji normalitas, homogenitas, anova dan uji tukey. Hasil penelitian yaitu : 1) Berdasarkan data statistik pada Ft diperoleh 7,53 dan Fh 4,06 berarti $F_t > F_h$ sehingga H_0 ditolak dengan demikian dapat disimpulkan bahwa terdapat perbedaan hasil belajar dribble antara model pembelajaran PBL dan PJBL. Kemudian dilanjutkan dengan uji tukey A1 dan A2 dimana diperoleh Q_0 5,5 dan Q_h 3,49, 2) Pada uji tukey A1B1 dan A2B1 diperoleh Q_0 7,13 dan Q_h 2,95. Sehingga H_0 ditolak dan dapat disimpulkan bahwa Siswa yang diajarkan dengan Problem Based Learning dengan kecerdasan emosional siswa tinggi lebih baik daripada siswa yang diajarkan dengan Project Based Learning dengan kecerdasan emosional siswa tinggi. 3) Berdasarkan hasil uji tukey pada A1B2 dan A2B2 maka diperoleh Q_0 0,71 dan Q_h 2,95 sehingga H_0 diterima maka dapat disimpulkan bahwa hasil belajar ke belakang pada Siswa yang diajarkan dengan Project Based Learning dengan kecerdasan emosional siswa rendah lebih baik daripada siswa yang diajarkan dengan Problem Based Learning dengan kecerdasan emosional siswa rendah. 4) Berdasarkan analisis statistik bahwa diperoleh F_0 5,04 dan F_h 4,06 sehingga H_0 ditolak dan diperoleh kesimpulan bahwa terdapat interaksi antara model pembelajaran dan kecerdasan emosional terhadap hasil belajar dribble sepak bola.

Kata Kunci: Dribble, Model PBL, Model PJBL.



ABSTRACT

M. Ilyasa. The Influence of Learning Models and Emotional Intelligence on Dribble Learning Results. Sports Education, Postgraduate. Medan State University, 2024.

The aim of this research is to analyze the influence of learning models and emotional intelligence on dribbling learning outcomes. This research method is experimental research with a 2x2 by level design. Data collection techniques were carried out using questionnaires, observation and documentation. Data analysis techniques use normality, homogeneity, anova and Tukey tests. The results of the research are: 1) Based on statistical data on Ft, it is 7.53 and Fh 4.06, meaning $F_t > F_h$ so that H_0 is rejected, so it can be concluded that there is a difference in dribble learning outcomes between the PBL and PJBL learning models. Then proceed with the A1 and A2 Tukey tests where Q_o 5.5 and Q_h 3.49 are obtained, 2) In the A1B1 and A2B1 Tukey tests Q_o 7.13 and Q_h 2.95 are obtained. So H_0 is rejected and it can be concluded that students taught with Problem Based Learning with high student emotional intelligence are better than students taught with Project Based Learning with high student emotional intelligence. 3) Based on the results of the Tukey test on A1B2 and A2B2, Q_o is 0.71 and Q_h 2.95 so that H_0 is accepted, it can be concluded that the backward learning results of students taught with Project Based Learning with low emotional intelligence are better than students who taught with Problem Based Learning with low student emotional intelligence. 4) Based on statistical analysis, F_o is 5.04 and F_h is 4.06, so H_0 is rejected and the conclusion is that there is an interaction between the learning model and emotional intelligence on soccer dribble learning outcomes.

Keywords: Dribble, PBL Model, PJBL Model.

