

Readiness Level to Be for Physical Education, Health and Recreation Teachers in 2013

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Abstract: This research aims to find out how much the level of readiness to become teachers for the Physical Education, Health and Recreation of the students of FSHE IKIP PGRI Bali in 2013. This type of research is quantitative descriptive study. The population in this research comprises students of the 2013 physical education, health and recreation program with a total of 180 students. The sampling technique used in this research was an incidental sampling technique. There were 85 student participants involved in this study. The instrument in this research was a questionnaire. The data were analyzed using the percentage calculation technique. The result shows that the level of readiness to become teachers for the 2013 students of physical education, health and recreation program is varied. Ten students (11.8%) belong to very ready category, 16 students (18.8%) belong to ready category, 34 students (40%) belong to quite ready category, 24 students (28.2%) belong to unready category, and 1 student (1.2%) belong to very unready category.

1 INTRODUCTION

Education is one of the most important factors in gaining the authority of a country. With a good education, of course, it will lead to a smart and competent future generation so that the nation's condition will continue to experience improvement and change to be more advanced and developed than before. Thus, a country will gain welfare and prosperity.

Based on a survey conducted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2015, Indonesia almost occupied the lowest position on the quality of education in developing countries in the Asia-Pacific, which is ranked 10th out of 14 countries. The low quality of Indonesian education can be seen from the phenomena that hit Indonesian education, namely the low competitiveness as an indicator that education has not been able to produce quality human resources (HR). The Human Development Index (HDI) issued by the United Nations Development Program (UNDP), which was formed by the United Nations (UN), reported that Indonesia ranked 108 in 1998, ranking 109 in 1999, and ranked 111 in 2004 from 174 countries studied (Mulyasa, 2013). To produce quality human resources, it needs

to be an increase in Indonesia education. In other words, education in Indonesia must be able to produce graduates who are capable of thinking globally while capable of acting locally and based on noble character.

The existence of teacher roles and functions is one of the most significant factors in education. Teachers are the most important part of the teaching and learning process both in formal and non-formal education. Therefore, in every effort to improve the quality of education, teachers cannot be separated (Daryanto, 2013). Efforts to improve the quality of education are unlikely to be carried out properly if they are not balanced by making standards for the implementation of education, education service standards, graduation standards, education staff standards, and teacher competency standards.

In Law No. 14/2005 concerning teachers and lecturers Article 1 which mandates that professional teachers must have expertise and skills that certainly meet certain quality standards or norms. The teacher competency standard is divided into four main competencies, namely pedagogic competence, personality competence, social competence, and professional competence. The four competencies are then elaborated in detail in sub-competencies through the Minister of National Education

Regulation No. 16/2007 concerning Academic Qualification Standards and Teacher Competencies (Marselus, 2011).

In the current globalization era, it cannot be denied that teacher professionalism is a necessity that cannot be delayed any more along with the increasing competition. It is necessary for people who are truly experts in their fields to play a maximum role in it. The Educational Personnel Education Institution (commonly known as LPTK in Indonesia) is a higher education institution that prepares professional and competent educators. Thus, LPTK has a very important role to improve the quality of education.

The Teacher Training and Education Institute (commonly known as IKIP in Indonesia) PGRI Bali is one of the universities in Bali that organizes academic education in educational disciplines. IKIP PGRI Bali has 5 faculties, each of which is engaged in different fields. The faculties include: (1) Faculty of Education (FE), (2) Faculty of Language and Art Education (FLAE), (3) Faculty of Education and Social Sciences (FESS), (4) Faculty of Sports and Health Education (FSHE), and (5) Faculty of Mathematics and Natural Sciences Education (FMNSE).

The Faculty of Sports and Health Education (FSHE) has a study program namely Physical Health and Recreation Education (PHRE) where the study program prepares students to become a physical education teacher. The final semester students starting from semester 5 to semester 7 must have prepared themselves to become a physical education teacher. In preparing themselves, they must have the ability to teach based on teacher competency standards that have been set for a teacher.

Based on the results of observations made by researchers on 9 October 2016, students of the Department of Physical Health and Recreation Education from Faculty of Sports and Health Education starting from the 5th semester were provided with the knowledge to make a lesson plan. Skills in making lesson plans must be mastered by students as an illustration of instruction so that a systematically structured learning is created. In addition, students in the 5th semester must also take the compulsory course, such as sports teaching and learning interaction courses, sports learning methods, management of sports classes, tests and measurements, and evaluation of sports education. In the 6th semester, students are given courses in the form of teaching training in small groups called microteaching. The microteaching course is a course that aims to improve students' abilities and skills in

managing physical education learning by applying certain teaching techniques. After enrolled in the microteaching course, in the 7th semester, the students of the education and training program in the field are directly sent to schools in Denpasar to carry out field experience practices. In implementing experience practices, students are expected to be able to apply the knowledge they have obtained from the class.

With the various efforts that have been done by the Faculty of Sports and Health Education to create physical education teachers, it is expected that the students of the Physical Education program will later become competent and qualified teachers. In addition, students are also expected to have teaching skills with a strong and creative teaching so alumnus of FSHE are able to create new innovations in improving the quality of physical education to become more attractive and developed.

Students of the health education study program after graduating and earning a Bachelor's degree are expected to be able to apply the knowledge gained in their class to serve and educate young generations through physical education. In fact, not a few education graduates move to other institutions and do not become physical education teachers. One of the reasons that are because the wages or salary offered, which is higher than being a non-permanent teaching staff. This can be seen from FSHE graduates who have achievements in sports and then move to other institutions such as banks.

Based on the problems above, it can be seen that there is a possibility that FSHE students in the education and training program are not ready to become competent physical education teachers. Therefore this research seeks to address readiness of the 2013 FSHE students in Physical Health and Recreation Education program. This needs to be done so that FSHE IKIP PGRI Bali can prepare students of health education programs to become competent physical education teachers before entering the real practice. This area needs serious attention from various parties involved.

2 RESEARCH METHODS

2.1 Research Type

This research was a quantitative descriptive study. The researcher used descriptive percentage data analysis techniques to calculate the results.

2.2 Research Settings

This research was conducted on February 3, 2017, to February 27, 2017, which took place at the Faculty of Sports and Health Education IKIP PGRI Bali.

2.3 Participants

The subjects in this research were 180 students of 2013 Physical Health and Recreation Education study program of FSHE IKIP PGRI Bali. The sampling technique used was incidental sampling technique.

2.4 Procedure

This research was a quantitative research that examines the percentage level of readiness of students to become teachers. This research was conducted by asking respondents to fill out the research questionnaire readiness to become a teacher by using teacher competency standards as an indicator.

2.5 Data, Instruments, and Data Collection Techniques

The data in this research is in the form of existing numbers with a total value of the overall data of 5709. The maximum value was 84 and the smallest value was 57, for the average value 67.16 and the standard deviation 6.43. The instrument of this research was questionnaires. Data collection were carried out in several ways: 1) the subject were given an explanation of the procedure for filling out the questionnaire; 2) the researcher also confirmed that filling out this questionnaire has no effect on subjects grades so they are expected to fill answers honestly; 3) questionnaires were distributed to subjects and then guide each question until subjects understand what was expected from the question; 4) after subjects completed the questionnaire, the questionnaire was submitted.

2.6 Data Analysis Technique

Analytical techniques to provide scores on the answer to the questionnaire is presented in Table 1.

Table 1: Answer and Score

| Positive Statements | | | Negative Statements | | |
|---------------------|----|-------|---------------------|----|-------|
| Response | | Score | Response | | Score |
| Strongly Agree | SA | 4 | Strongly Agree | SA | 1 |
| Agree | A | 3 | Agree | A | 2 |
| Disagree | D | 2 | Disagree | D | 3 |
| Strongly Disagree | SD | 1 | Strongly Disagree | SD | 4 |

The data analysis technique in this research was descriptive statistics, namely the calculation of percentage through the steps of using the formula by means of frequency divided by the number of samples then multiplied by 100 percent.

$$P = \frac{F}{N} \times 100\% \quad (1)$$

Information:

P = Percentage

F = Frequency

N = Number of Respondents

The results of the data obtained were then converted into the following assesment criteria intervals:

Table 2: Assessment Criteria Interval

| Interval | Criteria |
|----------------------------------|--------------------|
| $X \geq M + 1,5 SD$ | Very good |
| $M + 0,5 SD \leq X < M + 1,5 SD$ | Good |
| $M - 0,5 SD \leq X < M + 0,5 SD$ | Adequate |
| $M - 1,5 SD \leq X < M - 0,5 SD$ | Less Adequate |
| $X < M - 1,5 SD$ | Very less Adequate |

Source: Sudijono (1987) in Asep Santosa (2016)

3 RESULTS AND DISCUSSION

The following is an overview of data processing to find out the level of readiness to become a teacher for the 2013 students of the Physical Health and Recreation Education program in FSHE of IKIP PGRI Bali. It employed descriptive analysis techniques in the form of percentages with 85 respondents.

The results of retrieval of research data are then recapitulated and analyzed so as to produce information that the total value of the overall data equals to 5709. The maximum value was 84 while the smallest value was 57. Mean was 67.16 and standard deviation (SD) was 6.43. The data can be seen in table 2.

Table 3: Overall Data Results

| Overall Data | |
|-------------------------|-------|
| Total score | 5709 |
| The highest score | 84 |
| Lowest score | 57 |
| Standard Deviation (SD) | 6,43 |
| Mean | 67,16 |

Overall data including the highest score, lowest score, standard deviation, and Mean have been obtained. Then the data was converted in the interval of the assessment category so that the number of frequencies can be known in each category. The following table presents the level of readiness to become teachers for the 2013 students of the Physical Education, Health and Recreation program in FSHE of IKIP PGRI Bali.

Table 4: Readiness Level to be Teachers for 2013 Students of Physical Health and Recreation Education Study Program of FSHE IKIP PGRI Bali

| Interval | Category | F | P (%) |
|------------------------|--------------------|----|-------|
| $X \geq 76,81$ | Very good | 10 | 11,8 |
| $70,38 \leq X < 76,81$ | Good | 16 | 18,8 |
| $63,95 \leq X < 70,38$ | Adequate | 34 | 40,0 |
| $57,52 \leq X < 63,95$ | Less Adequate | 24 | 28,2 |
| $X < 57,52$ | Very less Adequate | 1 | 1,2 |
| Total | | 85 | 100 |

Based on the table above, it can be seen that 10 students (11.8%) were in the very good category, 16 students (18.8%) were in the good category, 34 students (40%) were in the adequate category, 24 students (28.2%) were in less adequate category, and 1 person (1.2%) was in the very less adequate category. The following histogram is based on the data above.

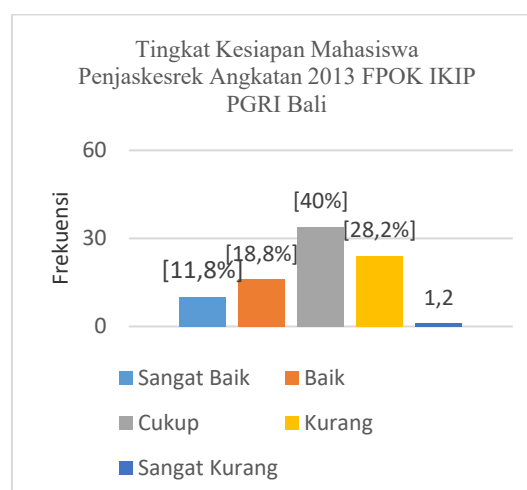


Figure 1: Histogram of Readiness Level to be Teachers for 2013 Students of Physical Health and Recreation Education Study Program of FSHE IKIP PGRI Bali.

Based on the results of the research, it can be seen that the readiness level of the students of 2013 Physical Health and Recreation Education Study Program of FSHE IKIP PGRI Bali to become teachers is varied. 10 people (11.8%) were in the "very good" category, 16 people (18.8%) were in the "good" category, 34 people (40%) were in the "adequate" category, 24 people (28.2%) were in the "less adequate" category, and 1 person (1.2%) was in the "very less adequate" category.

In this chapter the researcher also presents data based on each competency and based on the results of the processed data.

Table 5: Data on Pedagogic Competence

| Pedagogic Data | |
|-------------------------|-------|
| Total score | 1282 |
| The highest score | 20 |
| Lowest score | 11 |
| Standard Deviation (SD) | 1,97 |
| Average | 15,08 |

Based on the table above, it can be seen that the total score was 1281. The maximum score obtained was 20, the smallest score was 11, Mean was 15.08 and the standard deviation (SD) was 1.97. Then the data was converted in the interval of the assessment category so that the number of frequencies in each category can be known based on the results of the instrument data from the sample. Table 5 presents the level of readiness of 2013 Students of Physical Education, Health and Recreation Study Program of FSHE IKIP PGRI Bali based on indicators of pedagogic competence.

Tabel 6: Pedagogic Competency Indicator

| Interval | Category | F | P (%) |
|------------------------|--------------------|----|-------|
| $X \geq 18,03$ | Very good | 6 | 7,1 |
| $16,06 \leq X < 18,03$ | Good | 12 | 14,1 |
| $14,10 \leq X < 16,06$ | Adequate | 31 | 36,5 |
| $12,13 \leq X < 14,10$ | Less Adequate | 31 | 36,5 |
| $X < 12,13$ | Very less Adequate | 5 | 5,9 |
| Total | | 85 | 100 |

Based on the table above, it can be seen that 6 people (7.1%) were in the very good category, 12 people (14.1%) were in the good category, 31 people (36.5%) were in the adequate category, 31 people (36, 5%) were in the less adequate category, and 5 people (5.9%) were in the very less adequate category.

Table 7: Data on Professional Competence

| Professional Data | |
|-------------------------|-------|
| Total score | 1318 |
| The highest score | 20 |
| Lowest score | 12 |
| Standard Deviation (SD) | 1,91 |
| Average | 15,51 |

Based on the table above it can be seen that the total score was 1318. The maximum score s 20, the smallest score was 12Mean was 15.51 and the standard deviation was 1.91. Then the data was converted in the interval of the assessment category so that the number of frequencies can be known in each category based on the results of instrument data from the research sample. Table 7 presents the readiness level of the 2013 Physical Education, Health and Recreation students in FSHE of IKIP PGRI Bali based on indicators of professional competence.

Table 8: Professional Competency Indicator

| Interval | Category | F | P (%) |
|------------------------|--------------------|----|-------|
| $X \geq 18,37$ | Very good | 4 | 4,7 |
| $16,46 \leq X < 18,37$ | Good | 23 | 27,1 |
| $14,55 \leq X < 16,46$ | Adequate | 30 | 35,3 |
| $12,64 \leq X < 14,55$ | Less Adequate | 26 | 30,6 |
| $X < 12,64$ | Very less Adequate | 2 | 2,4 |
| Total | | 85 | 100 |

Based on the table above, it can be seen that 4 people (4.7%) were in the very good category, 23 people (27.1%) were in the good category, 30 people

(35.3%) were in the adequate category, 26 people (30, 6%) were in the less adequate category, and 2 people (2.4%) were in the very less adequate category.

Table 9: Personality Competence Data

| Personality Data | |
|-------------------------|-------|
| Total score | 1703 |
| The highest score | 24 |
| Lowest score | 15 |
| Standard Deviation (SD) | 2,16 |
| Average | 20,04 |

Based on the table above it can be seen that the total score was 1703. The maximum score was 24, the smallest score was 15, Mean was 20.04 and the standard deviation (SD) was 2.16. Then the data was converted in the interval of the assessment category so that the number of frequencies can be known in each category. Table 9 presents the readiness level of the 2013 Physical Education, Health and Recreation students in FSHE IKIP PGRI Bali based on personality competency indicators.

Table 10: Personality Competency Indicator

| Interval | Category | F | P (%) |
|------------------------|--------------------|----|-------|
| $X \geq 23,27$ | Very good | 6 | 7,1 |
| $21,11 \leq X < 23,27$ | Good | 16 | 18,8 |
| $18,96 \leq X < 21,11$ | Adequate | 39 | 45,9 |
| $16,80 \leq X < 18,96$ | Less Adequate | 22 | 25,9 |
| $X < 16,80$ | Very less Adequate | 2 | 2,4 |
| Total | | 85 | 100 |

Based on the table above, it can be seen that 6 people (7.1%) belong to the very good category, 16 people (18.8%) belong to the good category, 39 people (45.9%) belong to the adequate category, 22 people (25, 9%) belong to the less adequate category, and 2 people (2.4%) belong to the very less adequate category.

Table 11: Data on Social Competence

| Social Data | |
|-------------------------|-------|
| Total score | 1406 |
| The highest score | 20 |
| Lowest score | 13 |
| Standard Deviation (SD) | 1,66 |
| Average | 16,54 |

Based on the table above it can be seen that the total score was 1406. The maximum score was 20,

the smallest score was 13, Mean was 16.54 and the standard deviation (SD) was 1.66. Then the data was converted in the interval of the assessment category so that the number of frequencies can be known in each category. Table 11 presents the readiness level of the 2013 Physical Education, Health and Recreation students in FSHE IKIP PGRI Bali based on social competency indicators.

Table 12: Social Competency Indicator

| Interval | Category | F | P (%) |
|------------------------|--------------------|----|-------|
| $X \geq 19,03$ | Very good | 6 | 7,1 |
| $17,37 \leq X < 19,03$ | Good | 15 | 17,6 |
| $15,71 \leq X < 17,37$ | Adequate | 41 | 48,2 |
| $14,05 \leq X < 15,71$ | Less Adequate | 16 | 18,8 |
| | Very less Adequate | | |
| $X < 14,05$ | | 7 | 8,2 |
| Total | | 85 | 100 |

Based on the table above, it can be seen that 6 people (7.1%) were in the very good category, 15 people (17.6%) were in the good category, 41 people (48.2%) were in the adequate category, 16 people (18, 8%) were in the less adequate category, and 7 people (8.2%) were in the very less adequate category.

Based on the data above, the lowest item was professional competence compared to other competencies. The low level of professional competence might be caused by several factors, including 1) maturities, 2) intelligences, 3) needs, 4) experiences, 5) basic readiness. Firstly, maturity is a process that causes changes in behavior as a result of growth and development. Growth is certainly related to the functions of one's body and soul. Maturity of body functions could bring someone ready to accept and do something new. Likewise, teachers who are physically and mentally mature will be able to carry out his duties at its best as an educator. They are also able to carry out learning according to what students need in learning.

Secondly, the intelligence of a prospective teacher has a big influence on progress in the learning process. Teachers who have high intelligence are likely able to carry out higher tasks and will be more successful in creating innovation in learning so students will not be easily bored in learning. In addition, teachers who have high intelligence are also able to apply their knowledge according to the right situation and conditions both with students, parents, teachers, and others.

Thirdly, the intended needs include the needs realized and the needs that are not realized. The

needs which are not realized by the prospective teachers result in no encouragement to try.

While the needs that are realized by the prospective teachers will certainly encourage students to try, thus a motive will arise. Motivation will direct someone to reach the goal. When teachers have needs that must be fulfilled, the teachers will try to improve their professional competence to meet their needs. With the needs met, teachers will be more encouraged in improving his performance.

Added to this, experience also has an influence on readiness. With the experiences that have been obtained by prospective teachers, they will feel more prepared and determined to become real teachers. From these experiences, they become aware of what they will encounter when coming into the real teaching practice.

Lastly, basic readiness will be shaped through various experiences gained during the formation period. During this period, prospective teachers are exposed to various processes and experiences. Therefore, the basic readiness of prospective teachers will be developed.

The student readiness to become teachers will greatly influence the progress of education. Teacher competency is the main requirement that must be mastered by prospective teachers. In addition, teacher competence also plays a role in determining whether or not students are ready to become teachers. This readiness is the main requirement for prospective teachers and it determines whether students are good when they become teachers, which will have an impact on the quality of education.

4 CONCLUSIONS

Based on the results, the level of readiness to become teachers for 2013 Physical Education, Health and Recreation Education students are quite diverse. 10 students (11.8%) were in the very good category, 16 students (18.8%) were in the good categories, 34 students (40%) were in the adequate category, 24 students (28.2%) were in the less adequate category, and 1 student (1.2%) was in the very adequate category.

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