Available online at : http://journal.unj.ac.id/unj/index.php/gjik
Gladi : Jurnal Ilmu Keolahragaan 13 (02) 2022, 178-190
Permalink/DOI: https://doi.org/10.21009/GJIK.125.05

The result of physical fitness learning in sman 36 jakarta during the covid-19 pandemic

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Abstract Inappropriate learning methods and low learning motivation of students will have an impact on physical fitness learning outcomes. The purpose of this study was to obtain a more complete picture of the influence of learning methods and learning motivation on Physical Education Learning Outcomes.The research method is an experiment with a treatment by level 2x2 design. The research sample is 160 students of class XII. Hypothesis testing using the Tukey test. Based on the results of the study, it can be concluded: 1) there is a significant difference in the effect between methods A1 and A2 on Y. This is evidenced by the value of Fcount = 20.20 > Ftable = 3.90. 2) There is a significant interaction effect between A and B on Y. The results are significant, because Fcount = 84.64 > Ftable = 3.90. 3) there is a significant difference in Y using A1 and A2 in group B1. This is evidenced by the value of Qcount = 12.78 > Qtable = 3.79. 4) there is a significant difference in Y results using the A1 and A2 learning methods in group B2. It is proven by the value of Qcount = 3.98 > Qtable = 3.79.

Keywords: learning methods; project; recitation; motivation; physical fitness

INTRODUCTION

Pandemi Covid 19 brings concerns to the implementation of education and learning. The implementation of social distancing in the world of education makes face-to-face learning turn online by utilizing two-way digital technology. According to Novitaria, Ari, dan Adi (2020) that from face to face learning to distance learning through the online process, like the used of Computer-Mediated Communication (CMC). Furthermore, one of the subjects affected by Covid-19 is physical education (PJOK). PJOK is part of overall education that prioritizes physical activity and to realize many ways done by the government such as sports coaching and PJOK in schools. Through health and exercise, learners can acquire knowledge, skills, attitudes and values that facilitate the achievement of an active and physically healthy lifestyle (Whipp, Jackson, Dimmock, & Soh, 2015).

PJOK is a subject with a lot of physical activity such as running, throwing, hitting, and jumping. Before the Covid-19 pandemic, learning was widely implemented outside the classroom or outside of school for schools that do not have a field. During the pandemic, the implementation of PJOK learning turned into online learning that could not be carried out carelessly outdoors without complying with health protocols that have been established by the government.

Based on the results of PJOK learning research, it can be known that learning is done online, but in its implementation, teachers still find it difficult to give detailed examples or evaluate the movement errors made by learners. The implementation of physical education learning in the pandemic period has not run optimally. So that the impact on the learning outcomes of learners of physical education, sports and health lessons has not been too encouraging (Jeffrey et al., 2014). From the results of the evaluation of PJOK learning in the 1st semester of the 2020/2021 study year, of the 324 students of class XII only 50.70% of learners whose value reached completion, especially in physical fitness materials, there are still learners who are not excited in doing activities requested by teachers and get low learning results.

Learning outcomes are an important factor in the teaching and learning process, through learning outcomes achieved by learners can be

known the ability of learners in understanding the material taught by teachers and can determine the success of learners in learning. The results of the achievement of learning achievement can not be separated from the learning process and the factors that affect learning outcomes. Nurkancana & Sunartana states that learning outcomes are results that have been achieved by students after experiencing the learning process within a certain period of time (M. W. K. Kusuma, Jampel, & Bayu, 2019).

Physical Fitness is one of the learning materials in physical education subjects at SMA Negeri 36 Jakarta. Physical fitness is a very important thing to note in human life. Physical fitness is the ability of a person's body to perform daily work tasks without causing significant fatigue (Alruwaih, 2015). Physical education is centered on physical activity and is distinctly different from general knowledge-based subjects. (Jeong & So, 2020).

Good physical fitness will have an effect on students' learning activities, because students with good fitness status will increase morale in following the learning process. Fajar dan kawan (2018) Explaining the importance of physical fitness for children, among others, can improve the ability of organs, social emotional, sportsmanship, and spirit of competition (Utomo, Muhyi, & Wiyarno, 2020). Research results mentioned the physical fitness of students can improve after following the learning (Fikri, 2017). Thus, good physical fitness students can follow learning optimally and can ultimately improve the quality of human resources.

One of the determining factors of success of the completion of learners' learning outcomes is the method of learning (Arifin, 2016). Learning methods are a way that can be done in interaction between learners and educators to achieve learning goals (Barkah, Mardiana, & Japar, 2020). So that the application of appropriate and effective learning methods can certainly improve the learning outcomes of learners.

During the Covid-19 pandemic, there was a change in the way learning, which was previously done face-to-face, then turned into online learning. Learning methods are a means or tool to motivate in achieving learning goals. Less precisely teachers in using learning methods will have an impact on the learning outcomes of learners. Therefore, the teacher must choose the

right learning method in accordance with the objectives of the learning that has been set (Novitaria, Ari & Adi, 2020). Online learning system is done without face-to-face in person but with distance learning in the learning process (Novitaria, 2017).

Online learning conducted at SMAN 36 Jakarta includes PJOK learning. Online learning aims to organize online learning classes to reach a large group of massive targets, so that online learning can be held anywhere and followed for free or paid (Sofyana & Rozaq, 2019).

Based on observations, at the beginning of the covid-19 pandemic, learning activities that are still far from what is expected, the learning methods used are not optimal because they tend to only attach importance to learning outcomes rather than processes. Learners tend to be passive and less active in learning activities. In fact, the effectiveness of physical education learning is largely determined by the learning method chosen by the teacher on the basis of the teacher's knowledge of the nature of the skills or tasks of motion that will be learned by learners.

Through online learning, it is expected that learners have flexibility in learning time, can learn anytime and anywhere, and can be a solution in the pandemic period. However, there are obstacles experienced by learners, especially in the subjects of physical education of health and sports because it is basically dominated by psychomotor aspects (physical skills) (Komarudin & Prabowo, 2020). In practicum learners are limited by wiggle room because of the place that is less supportive, besides the absorption of learners in learning the material is not as easy as what is seen.

When teachers choose learning methods that will be implemented in the classroom not only pay attention to the material to be taught, but also need to pay attention to the suitability of the method with the characteristics of learners who will learn (Mayanto, Zulfikar, & Faisal, 2020). Especially in the covid-19 pandemic, learning methods such as project-based learning methods and recitation methods can be done.

The determining of project-based learning methods and recitation used in research is based on the principle of independence in learning for the transfer of knowledge and educating learners. Project-based learning methods are systematic teaching methods that engage

students in learning knowledge and skills through structured processes, having real and meticulous experience designed to produce a product (B. A. Kusuma & Setyawati, 2016).

The method of assigning assignments or recitation presented in learning so that students conduct learning activities and provide reports as a result of the tasks they do are expected to support the mastery of existing physical fitness materials. The two methods have in common to demand creativity and independence of students to achieve a program (Maksum, 2012). The method is expected to be a stimulus for the mastery of a teaching material in the PJOK especially on physical fitness material.

One of the factors that affect learning outcomes is internal factors, namely physiological factors and psychological factors (Zuhro, 2016). This factor becomes an inseparable unity to support the results of satisfactory student learning (Pingge, 2015). Adi (2014) explains for physiological factors related to the physical condition of the individual, while psychological factors related to a person's psychological state that can affect the learning process one of them is motivation. The next suspected factor is the motivation to learn learners.

Learning motivation plays an important role in providing passion, passion and pleasure in learning so that those who have a lot of energy to carry out learning activities (Amalia, Budiyono, & Kurniawan, 2019). Increased learning motivation for learners is needed, especially in the PJOK learning process. Increased learning motivation can encourage learners to be persistent, diligent and passionate in learning (Hendri,Gus.Aziz, 2020).

Motivation is the drive for someone to do something to achieve a goal (Geta septiadi, Firmansyah Dliss, & Abdul Sukur, 2021). So that with the motivation of good learning, it can provide learning will be optimal. Existing learning methods are combined with high and low learning motivation stimuli to give rise to new theories in the mastery of physical fitness materials. Mastery of the material is raised with an indicator in the form of learning outcomes of learners (Rangga, 2013).

Other research that supports both learning methods and motivation in the mastery of physical fitness materials isPingge (2015), He said that there is a

positive and significant relationship between teacher competence and learning methods in utilizing learning media, between teacher competence and motviasi and classroom management with positive learning outcomes, teacher competence in diagnosing students' learning difficulties and utilizing learning media and direct motivation with improving student learning outcomes. In addition, the difference in teaching methods affects 55% of output in the form of learning outcomes, the rest by 15% of teacher quality, 20% of parental support and 10% of environmental factors (Ronnlund, 2014).

Based on the background described above, it is necessary to conduct scientific studies of experimental research to determine the right methods and suitable to know the results of physical fitness learning by compiling learning methods and learning motivation in PJOK subjects. Therefore, researchers used the title "Influence of learning methods and learning motivation on physical fitness learning outcomes in XII class learners at SMA Negeri 36 Jakarta".

METHOD

The study aims to find out (1) the difference in influence between project-based learning methods and recitation learning methods on physical fitness learning outcomes, (2) The influence of interaction between learning methods and learning motivation on physical fitness learning outcomes, (3) Differences in physical fitness learning outcomes between project-based learning methods and recitation learning methods in the high learning motivation group, and (4) Differences in physical fitness learning outcomes between project-based learning methods and recitation learning methods in low learning motivation groups.

This research method uses quantitative research with experimental methods. The design used in the study was design treatment by Level 2 x 2. Treatment by level design is an action against one or more variables that are manipulated simultaneously in order to study the effect of each variable on bound variables or the influence caused by interactions between several variables.

The target population in this study is all students of class XII SMA Negeri 36 Jakarta. The population in this study were all 324 class XII students with 5 science classes and 4 social studies classes. The sample of this

research was taken by using random sampling technique. The sample consisted of 80 students with high learning motivation group, and 80 students with low learning motivation group so that the total was 160. Both were divided equally by four for adjustments in the project and recitation treatment group, so that each group there were 40 samples.

The instrument test as a measuring tool for learning outcomes for class XII physical fitness material is a test of the movement components of physical fitness in the form of a video. The learning motivation instrument uses a learning motivation questionnaire. To test the statistical hypothesis using the two-way 2 x 2 analysis of variance (ANAVA) technique at a significance level of a = 0.05. To test the normality of the data obtained from Physical Education Learning Outcomes using the Liliefors test. For homogeneity test using Bartlett test.

RESULTS AND DISCUSSIONS

Results

Hypothesis Testing

Hypothesis testing in this study was conducted using a two-track variance analysis and continued with the tukey test, if there is an interaction in the test.

Tabel 1 SPSS Results Two-Track Variance Analysis

Tests of Between-Subjects Effects

Dependent Variable: Hasil Belajar Penjas

Sumber Varians	K	df	JK	hitung	Sig.
Corrected Metode	551.025[a]	3	83.675	6.236	000
Intercept	151584.225	1	151584.225	27185.759	000
Metode pembelajaran	02.400	1	02.400	0.202	000
Motivasi Belajar	9.600	1	9.600	.867	001
A * B (interaksi)	29.025	1	29.025	4.639	000
Error	90.750	56	.069		
Total	152926.000	60			
Corrected Total	341.775	59			

a. R Squared = .411 (Adjusted R Squared = .399)

Based on the table above, it can be known that the results of the calculation there are two interpretations, namely the main effect (Main Effect) and interaction effect (Interaction Effect), the following explanation below:

1. Main Effect

- F(OA) = 20,202 with p-value = 0.000 < 0.05 or H0 rejected. Thus, there is a difference in the average learning outcome of the learner from the group of learners who are given learning with project-based learning methods and recitation learning methods.

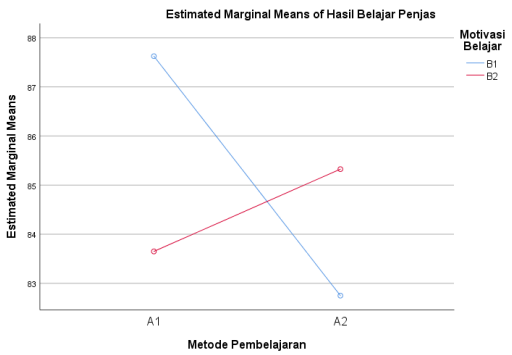
- F(OB) = 4,867 with p-value = 0.005 < 0.05 or Ho rejected. Thus, there is a difference in the average learning outcome of the study of the learner from the group of learners who havehigh learning motivation and the low learning motivation group.

2. Interaction Effect

F(OAB) = 84,639 with p-value = 0.000 < 0.05 or Ho rejected. Thus there is a very significant interaction influence between learning methods (factor A) and learning motivation (factor B) on learning outcomes.

From the results of the analysis it can be known that the large influence of variable learning methods and learning motivation on learning outcomes by RSquared = 0.411 x 100 = 41.10%.

The interaction between learning methods and learning motivation in their effect on learning outcomes can be visualized in line such as the following image.



Then further testing is necessary. The further test is intended to find out about: (1) the difference in the Physical Education Learning Outcomes scores of students by using project-based learning methods and by using recitation learning methods for groups of students who have high learning motivation (A1B1 and A2B1); and (2) differences in learning outcome scores of learners using project-based learning methods and by using recitation learning methods for groups of learners who have low learning motivation (A1B2 and A2B2).

1. Difference in Learning Outcomes of Learners by Using Project-Based Learning Methods and Learners by Using Recitation Learning Methods in Groups of Learners Who Have High Learning Motivation

Learners who have high learning motivation have an influence on the score of Learning Outcomes Penjas with learning methods. This is proven based on the results of further tests using the tukey test which results as follows:

Table 2 Comparison of Group A1B1 with A2B1

Group Compared	dk	Q_{count}	Q_{table}
			α = 0,05
A_1B_1 with A_2B_1	4 : 40	12,78	3,79

Learn outcome score of learners who have high learning motivation using project-based learning methods (A1B1) compared to the score of Learning Outcomes Tailors learners who have high learning motivation using recitation learning methods (A2B1), obtained Qhitung = 12.78 and Qtabel (0.05; 4:30) = 3.85. Thus, Qcount is greater than Qtable, so H0 is rejected, it can be interpreted that there is a significant difference in the Physical Education Learning Outcomes scores of students who have high learning motivation significantly between project-based learning methods and recitation learning methods. In other words, learners who have high learning motivation by using project-based learning methods (= 87,40) higher than those with high learning motivation by using recitation learning methods (= 82,75) against the Score of Learning Outcomes.

Thus the research hypothesis is stated that the average student who has high learning motivation using project-based learning methods is higher than the average student who has high learning motivation using the recitation learning method on the Physical Education Learning Outcomes score is acceptable.

2. Differences in Physical Education Learning Outcomes of Students Using Project-Based Learning Methods and Students Using Recitation Learning Methods in Groups of Students with Low Learning Motivation Students who have low learning motivation have an influence on the Physical Education Learning Outcomes score with the learning method. This is proven based on the results of further tests using the Tukey test whose results are as follows:

Table 3 Comparison of Group A1B2 with A2B2

Group Compared	dk	Q_{hitung}	Q_{tabel}
			α = 0,05
A_1B_2 with A_2B_2	4 : 40	3,98	3,79

Physical Education Learning Outcomes Scores of students who have low learning motivation using project-based learning methods (A1B2) are compared with the Physical Education Learning Outcomes scores of students who have low learning motivation using the recitation learning method (A2B2), obtained Qcount = 3,98 dan Qtable (0,05;4:40) = 3,79. Thus Qcount is greater than Qtable, so H0 is rejected, it can be interpreted that there is a significant difference in the Physical Education Learning Outcomes scores of students who have low learning

motivation significantly between project-based learning methods and recitation learning methods.

In other words, students who have low learning motivation use project-based learning methods (= 83,88) lower than those who have low learning motivation by using the recitation learning method (= 85,33) on the score of Physical Education Learning Outcomes.

Thus the research hypothesis is stated that the average student who has low learning motivation using the recitation learning method is higher than the average student who has low learning motivation using project-based learning methods on the Physical Education Learning Outcomes score is acceptable. A summary of the results of further tests with tukey tests of 2 groups of comparable data can be seen in table 4.

Table 4 Summary of Tukey Test Calculation Results

Kelompok yang Dibandingkan	dk	Q_{hitung}	Q_{tabel} α = 0,05
A_1B_1 dengan A_2B_1	4 : 40	12,78	3,79
A_1B_2 dengan A_2B_2	4 : 40	3,98	3,79

Discussion

Based on the results of the two-way analysis of variance in the A line, it was found that Fcount of 20.202 is greater than Ftable (0.05; 1:56) = 3.90 with a probability value (Sig.) of 0.000 which is smaller than the significant level (0.05). This shows that the Physical Education Learning Outcomes scores of students have a significant difference between the project-based learning method and the recitation learning method. This difference is indicated by the average score of the Physical Education Learning Outcomes of students using the project-based learning method of 85.64 and the average score of the Physical Education Learning Outcomes of students using the recitation learning method of 84.04. This means that there are differences in Physical Education Learning Outcomes scores for students using project-based learning methods and using recitation learning methods.

The results of the two-way analysis of variance in the A * B interaction line found that the Fcount of the interaction was 84,639 with a probability value (Sig.) of 0.000 which was smaller than the significant level (0.05). This means that there is a significant interaction effect between learning methods and learning motivation on the Physical Education Learning Outcomes of students.

The test results with the Tukey test on Physical Education Learning Outcomes scores of students who have high learning motivation, namely the value of Qcount = 12.78 is greater than Qtable (0.05; 4:40) = 3.79. This means that there are differences in the Physical Education Learning Outcomes scores of students by using project-based learning methods and by using recitation learning methods for groups of students who have high learning motivation. Thus it can be concluded that the average score of Physical Education Learning Outcomes of students who have high learning motivation, in the group of students using project-based learning methods (87.40) is higher than the group of students using the recitation learning method (82.75).

The test results with the Tukey test on the Physical Education Learning Outcomes scores of students who have low learning motivation obtained the value of Qcount = 3.98, which is greater than Qtable (0.05; 4:40) = 3.79. This means that there are differences in the Physical Education Learning Outcomes scores of students by using project-based learning methods and by using recitation learning methods for groups of students who have low learning motivation. Thus it can be concluded that the average score of Physical Education Learning Outcomes of students who have low learning motivation, in the group of students using the project-based learning method (83.888) is lower than the group of students using the recitation learning method (85.33).

The existence of additional motivational stimuli makes both of them have an outward character for the successful implementation of teaching. Providing low motivation when applying project-based learning methods makes students' attention more focused on what will be used as projects, so the students' process is focused and will reduce students' attention to other problems (I. Z. Achmad, 2016). If the students are not active and the teacher gives a little motivation to the students, the project-based learning method becomes ineffective. In addition, low motivation can trigger misunderstandings because even though teaching is clearer and concrete, not all students have the mentality to do according to what the teacher exemplifies.

It is different for the recitation learning method with low motivation. Low motivation makes it more difficult for teachers to give assignments because

of individual differences in children's abilities and learning interests. Lack of motivation makes communication between teachers and students limited, often children don't do assignments well, it's enough to just copy the work of their friends and if there are too many assignments, it will disturb the child's mental balance (Achmad & Sriekaningsih, 2018). By giving group assignments with minimal motivation from the teacher, it is not uncommon for certain members to actively work on and complete them, while other members do not participate well and it is difficult to control. If there are things that often make students lazy, lack of motivation sometimes makes the tasks given to be done by other people without supervision (Kaufman, Glass, & Arnkoff, 2014).

Thus, it can be seen that after applying the recitation learning method in groups of students who have low learning motivation, it is more effective to improve Physical Education Learning Outcomes, compared to groups of students using project-based learning methods.

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