

**The Influence Of Learning Methods And Students' Learning Interest
On Students' Learning Outcomes/Students Of Santa Maria Junior
High School Year 2020/2021
(During the Covid-19 Pandemic)**

Nilasari Rosenta Sagala¹, Nofi Marlina Siregar², Fatah Nurdin²

¹Physical Education, Universitas Negeri Medan

²Physical Education Universitas Negeri Jakarta, Jakarta Jl. Rawamangun Muka, East Jakarta, Indonesia
13220

Corresponding author. Email : nilasarirosenta@yahoo.com

Abstract This study aims to determine the effect of the independent variable on the dependent variable. Judging from the title of the thesis, there are two independent variables, namely online and conventional. The dependent variable is the physical education result of the Santa Maria Junior High School students. To determine the difference in the effect of online learning methods and conventional learning methods on physical education learning outcomes of Santa Maria Junior High School students, the interaction between online training methods and conventional learning methods on physical education learning outcomes of Santa Maria Junior High School students. This research was conducted at SANTA MARIA JUANDA JUNIOR HIGH SCHOOL, Central Jakarta. The research was conducted using an experimental method. Ex post facto research is research that aims to find the causes that allow changes in behavior, symptoms or phenomena caused by an event, behavior or things that cause changes in the independent variables which as a whole have occurred. Ex post facto research is methodologically an experimental research that also tests hypotheses but does not provide certain treatments for some reason it is unethical to provide treatment or provide manipulation. Usually for reasons of human ethics, or the symptoms/events have occurred and want to explore the factors that cause it or the things that influence it. The research method used to find the effect of a particular treatment or treatment. This study consisted of the dependent variable, namely the results of physical education learning outcomes, the independent variable being the treatment of online and conventional training methods and the moderator independent variable, namely the physical education learning outcomes of Santa Maria Junior High School students. There are differences in the learning outcomes of physical education skills in groups of students who have high interest who are taught by the face-to-face learning method who are taught by the overall learning method. It is known that $Q_{\text{count}} 7.58 > 4.33 Q_{\text{table}}$, so H_0 is rejected, which means that there is a significant difference in physical skills learning outcomes between students who have high interest who are taught by the face-to-face learning method rather than those taught by the overall learning method. It is known that $Q_{\text{count}} 0.85 < 4.33 Q_{\text{table}}$ means H_0 accepted and H_1 is rejected which means that there is no significant difference in physical skills learning outcomes in the group of students who have low interest who are taught by direct face-to-face learning methods and those taught by overall learning method. Based on this, it can be concluded that there is no significant difference in the learning outcomes of physical education skills in the group of students who have low interest between students who are taught using the face-to-face learning method and students who are taught by the overall learning method, although there are differences that indicate the average Physical education skills learning outcomes taught using online learning methods are better than students taught using face-to-face learning methods for students who have low interest.

Keywords: method, learning, interest in learning, learning outcomes

INTRODUCTION

The new situation experienced by each country at this time, makes many new things happen. Technological developments that have occurred rapidly and are very updated also greatly affect the new situation of everyone, especially with the world of education. The world of education is facing quite complex problems during the COVID-19 pandemic. The virus attack, for which no vaccine has yet been found, has an impact on the implementation of learning at all levels of education. College levels and some high schools who are used to implementing online learning do not experience many obstacles in dealing with the covid-19 pandemic, not so with the elementary education level (junior high school) which is even prohibited from bringing communication devices (mobile phones) to school or to the classroom. .

The COVID-19 pandemic has brought concerns to the provision of education and learning in junior high schools. In Indonesia, the most severe conditions are experienced by schools located far from urban areas with limited internet access and infrastructure. The obstacle they experience is the difficult internet, then the state of the school and the surrounding environment, especially

the condition of their own homes which are not ready in an emergency to study online. Children who go to school in urban areas with internet access and infrastructure as well as good internet control are still more capable of carrying out online learning. updates such as Google classroom, Google form, Google docs, Google spreadsheet, Google meet, zoom by tracing the implementation of learning during the covid-19 period (Dewi 2002).

Online teaching and learning activities during the pandemic are part of efforts to increase awareness of the spread of the COVID-19 virus (Nuryana 2020). Teaching and learning activities at all levels of formal education are also a real effort by the government to break the chain of the spread of COVID-19 (Ministry of Education and Culture of the Republic of Indonesia 2020).

Although the spread of the virus in Indonesia, which until July 2020 has not shown a decline, the contribution of the world of education through online learning has an important role in supporting the efforts of the government and the entire nation to contain the rate of increase in the number of sufferers and victims of COVID-19. Judging from the content and subjects taught in schools

during the pandemic, they can be categorized into two groups. The first group is a group of subjects that is dominated by theory and little practice, while group two is dominated by practice with little theory. These two groups are very different in online learning. Sports education is a discipline that falls into the second category, with the dominance of practice on physical activity. In the 2013 curriculum (K13) sports education at the junior high school level is in the subjects of Physical Education, Sports and Health (PJOK). With data statements and data, it can be concluded that learning PJOK subjects is also very important and also has its own challenges for educators, who have been able to teach directly in the field but due to the pandemic situation, it must be limited to online learning, besides not being able to Of course all children have sports equipment and circumstances that support corner learning, so it is important for educators to arrange teaching methods that can be done online, and the most effective method is blended learning, where blended learning is a mixture of face-to-face directly with learning activities by assignment or online.

This research focuses on the model of developing shooting , then seeks to improve the shortcomings in the physical education learning process as well as find a way out and strive for Physical education lessons in general and basketball in particular are fun subjects so students don't get bored following them and can enrich students' motion or motor experiences. So that the results of this study can be used as one of the teaching materials in improving the teaching and learning process.

Why is the author researching skills shooting basketball? Shooting is the ultimate goal of basketball. By shooting a team will get a point. Obtaining these numbers will determine the win or loss of a team. So that every player involved in the field must have good shooting . Shooting is one of the most important basic techniques that must be mastered, because in carrying out an attack it is only by shooting technique that one can enter the ball. According to Amber in Afandi and Siantoro (2017) states that "The most important skill in this basketball game is the ability to "shoot" or shoot the ball into the basket" (Afandi & Siantoro, 2017).

Kurniawan in Alfiansyah and Januarto (2017) adds how important shooting is for a team's victory, namely "A very dominant technique in basketball games is shooting or shooting because the victory of a basketball team is measured by collecting the most numbers or points" (Alfiansyah & Januarto, 2017). Zhen, Wang, and Hao (2015) also say that: "Basketball is a sport that scores determine its result, and shooting skill determines score percentage which means shooting determines the result of a basketball game to some extent. whose results are determined by the score, and shooting determine the percentage score, which means shooting skills can determine the outcome of basketball matches up to a certain time limit" (Zhen, Wang, & Hao, 2015). Even when in learning, shooting is the final result in learning not only in terms of the right technique in shooting but from the accuracy of scoring points, this shows that every student must master shooting techniques well if they want good physical education scores.

However, shooting skills are very complicated skills, many children and even adults shoot with inappropriate movements because of the complexity of shooting basketball According to the

journal researched by FJ Rojas et al in Adina, Saichudin, and Kinanti (2017) that: "In conclusion, it can be stated that players attempt to release the ball more quickly and from a greater height when confronted with an opponent. This strategy lessens the chance of the opponent intercepting the ball.

That many players jump shoot with the wrong technique, because the wrong basic technique resulted in the jump shoot being less than perfect." (Adina, Saichudin, & Kinanti, 2017). Followed by Prusak's opinion in Runasari and Isdaryono (2018) which states that shooting is not an easy movement, "Shooting is not easy to learn. many different types of shots (free throws, lay ups, set-shoots, jump shoots, and so you must be learned." (Runasari & Isdaryono, 2018). Which means it is not easy for children to learn shooting skills. Many types shots, such as free shots, lay ups, throws on the spot, jump shoots, and you have to learn. In this journal the author concludes that shooting is an important skill that can give maximum results in sports scores and can even win a match but it is not easy because in fact shooting skills are complex skills to master, so the need for

ideas to be able to easily master and improve shooting well.

Why did the author research with elementary school children as the subject? Johan Cruyff quoted from Ardianta and Hariadi (2017) said that "Don't expect a player to be able to become a great player if at the age of 14 years he has not mastered the basic techniques. Skills Shooting require good coordination" (Ardianta & Hariadi, 2017). Budiwanto in Subagio and Tomi (2017) explains that "Coordination is a complex and complex series of activities" (Subagio & Tomi, 2017). With this statement that shooting requires good coordination and coordination is a complicated exercise, it is also with this that coordination must be developed in early childhood as described by James and Wahyuningtyas in Widiastuti and Hutomo (2018) which states that "Coordination exercises can be developed at an early age between the ages of 8-13 years because at this age children have characteristics, namely having an extraordinary learning speed" (Widiastuti & Hutomo, 2018).

So, based on these statements, it is necessary to make children proficient in doing basic techniques (shooting) as early as possible because complex

movements such as shooting will be more easily mastered and improved by children. Therefore, appropriate and quality learning is also needed, so that the teacher's expectations of children are in accordance with their objectives, namely being able to master basic techniques (shooting) well and effectively. Teachers are expected to have the right strategy in carrying out the learning process, so that in its implementation students can carry out easily and as expected without heeding the situation and conditions of learning, learning resources, learning materials and the characteristics of the students so that the learning process achieves its objectives. Achieving goals in the learning process is very dependent on planning the scope of learning materials provided by the teacher according to the situation and conditions at the time the learning process takes place. Planning the learning process that has been designed will have an influence on the learning process that will take place.

Therefore, to be able to do shooting, the author seeks to improve basketball shooting skills through the development of a basketball shooting skill learning model. The purpose or function of the development of the

learning model is to improve shooting basketball shooting it is hoped that students will be able to score as many numbers as possible so that in shooting basketball His club won and earned achievements. So it is necessary to develop learning materials for learning models, both fundamental stage material to complex learning variations on shooting basketball shooting are getting better and more precise in demonstrating them and increasing learning motivation and enriching basketball skill movements. Thus, students are expected to be able to improve their shooting basketball shooting basketball Skill learning model shooting the basketball development in this research.

Based on the above background, the authors are interested in researching this problem with the title " Shooting Elementary School Children Age 9-12 Years", so the authors hope that students in basketball learning get maximum results in shooting.

The novelty of this research is the development of shooting a basketball shooting for elementary school children aged 9-12 years. The formulation of the problem in this study is as follows:

1. Are there differences in physical education learning outcomes for Santa

Maria Junior High School students between blended learning and conventional learning methods? 2. Is there an interaction between learning methods and students' interest in learning about physical education learning outcomes of Santa Maria Junior High School students?

This study aims to determine the effect of the independent variable on the dependent variable. Judging from the title of the thesis, there are two independent variables, namely online and conventional. The dependent variable is the physical education result of the Santa Maria Junior High School students. Operationally, the research objective is to answer the following questions:

1. The difference in the effect between online and conventional learning methods on physical education learning outcomes for Santa Maria
2. Junior High School students Interaction between online and conventional learning methods on physical education learning outcomes for Santa Maria Junior High School students

METHODS

The research was conducted using experimental methods. Research Ex post facto is research that aims to find the causes that allow changes in behavior, symptoms or phenomena caused by an event, behavior or things that cause changes in the independent variables which as a whole have occurred. Research Ex post facto is methodologically an experimental research that also tests hypotheses but does not provide certain treatments for some reason it is unethical to provide treatment or provide manipulation. Usually for reasons of human ethics, or the symptoms/events have occurred and want to explore the causal factors or the things that influence them

Experimental methods are research methods used to find the effect treatments or treatments. This study consisted of the dependent variable, namely the results of physical education learning outcomes, the independent variable being the treatment of online and conventional training methods and the moderator independent variable, namely the physical education learning outcomes of Santa Maria Junior High School students.

In achieving the research objectives that have been determined, the

appropriate research method is sought. The method used in this research is the field experiment method as stated by Winarno that the Field Experiment method is a method that wants to find causal factors controlling events in the interaction of variables and predicts results to some degree.

The research design used is a treatment by level 2 x 2 design, where each independent variable is classified into 2 (two). The independent variable Treatment is classified into 2 (two) forms of learning (A), namely the conventional learning method (A1) and online learning methods (A2). While the independent variables or moderators are classified into 2 (two) learning outcomes (B) namely high learning outcomes (B1) and low learning outcomes (B2) treatment design by level 2 x 2.

A1B1 : Online given to students who have learning outcomes high

A2B1 : Face-to-face given to students who have high learning outcomes

A1B2 : Online are given to students who have low learning outcomes

A2B2 : Face-to-face given to students who have low learning outcomes

RESULTS AND DISCUSSION

Based on the results of the data analysis of the research that has been carried out, namely the analysis of variance (ANOVA) and the Tukey test, the following results were obtained.

The first hypothesis (H₀) which states that there is no difference in the learning outcomes of physical education skills of students who are taught by face-to-face learning methods and students who are taught by online learning methods is rejected. This means that there are differences in the learning outcomes of students' physical education between skills who are taught by face-to-face learning methods and students who are taught by online learning methods which have been statistically proven. Where in the ANOVA test obtained $F_{count} 4.92 > 4.11 F_{table}$ which means there is a significant difference. This difference is also shown from the average score of learning outcomes, where the group of students taught by the direct face-to-face learning method ($X = 73.5$) is higher than the group of students who are taught using the online learning method ($X = 69.95$). Based on this, it can be concluded that there are differences in the learning outcomes of physical education skills for students who are taught using the direct face-to-face

learning method and students who are taught using the overall learning method, where the learning outcomes of physical education skills for students who are taught using face-to-face learning methods are better than students who are taught using face-to-face learning methods. taught using the overall learning method.

Testing the second hypothesis shows that there is an interaction between learning methods and interest in the squat style long jump learning outcomes. This is evidenced by the ANOVA test at the level of $\alpha = 0.05$ which shows the $F_{count} 17.791 > 4.11 F_{table}$. Based on these statistical tests, the hypothesis which states there is no interaction between learning methods and interests is rejected. So it can be concluded that there is an interaction between learning methods and interest in the long jump learning outcomes of the squat style.

In accordance with the explanation above, it can be concluded that the direct face-to-face learning method has a better influence on the learning outcomes of physical education skills than the overall learning method. In students who have high interest, the learning outcomes of physical education

skills of students who are taught by the face-to-face learning method are better than students who are taught by the overall learning method. On the other hand, for students with low interest, students who are taught using online learning methods have better physical skills learning outcomes than students who are taught using the part method.

The third hypothesis based on the results of further testing using the Tukey test at the level of $\alpha = 0.05$ obtained the value of $Q_{count} = 7.58$, while $Q_{table} = 4.33$ ($Q_{count} > Q_{table}$). Thus the second hypothesis (H_0) which states that there is no difference in learning outcomes for students who have high interest in physical education skills between students who are taught using face-to-face learning methods taught using online learning methods is rejected. Statistical test ($Q_{count} 7.58 > 4.33$ Q_{table}) shows that there is a significant difference in learning outcomes for physical education skills in the group of students who have high interest between those taught with the overall learning method. The results of the average score indicate that the average score of learning outcomes for physical education skills of students who have high interest who are taught by

face-to-face learning methods ($X = 76.9$) is higher than the group of students who are taught by online learning methods ($X = 68, 9$). Based on this, it can be concluded that there are differences in the learning outcomes of physical education skills in the group of students who have high interest between students who are taught by using face-to-face learning methods and students who are taught by the overall learning method, where in students who have high interest in learning outcomes of physical skills who are taught using direct face-to-face learning method is better than students who are taught using the overall learning method.

The fourth hypothesis is based on the results of further testing using the Tukey test at the level of $\alpha = 0.05$, the value of $Q_{count} = 0.85$ while $Q_{table} = 4.33$ ($Q_{count} < Q_{table}$). Thus, the fourth hypothesis (H_0) which states that there is no difference in learning outcomes for students who have low interest in physical education between students who are taught using face-to-face learning methods and those taught online learning methods is accepted. The results of the average score indicate that the average score of the learning outcomes of physical

education skills on students who have low interest who are taught by the face-to-face learning method ($X = 70.1$) is lower than the group of students with low interest who are taught by the online learning method ($X = 71$). Based on this, it can be concluded that there is no significant difference in the learning outcomes of physical education skills in the group of students who have low interest between students who are taught using the face-to-face learning method and students who are taught by the overall learning method, although there are differences that indicate the average Physical education skills learning outcomes taught using online learning methods are better than students taught using face-to-face learning methods for students who have low interest.

CONCLUSION

The study used an experimental method consisting of two dependent variables, namely physical education learning outcomes and the independent variables, namely direct and online face-to-face learning methods and interest in learning (high and low). Based on the data obtained from the results of the analysis and testing of research hypotheses, it can be concluded:

1. Students who are taught with face-to-face learning methods are better than online learning methods for physical education learning outcomes.

2. There is a significant interaction between learning methods and interest in physical education learning outcomes.

3. Students who are taught by face-to-face learning methods are better than online learning methods who have a high interest in physical education learning outcomes.

4. Students who are taught using online learning methods do not have a significant effect on face-to-face learning methods who have low interest in physical education learning outcomes.

The implication of this finding is that the face-to-face learning method needs to be more widely used and developed in physical education learning, especially at SANTA MARIA JUNIOR HIGH SCHOOL JAKARTA, through the direct face-to-face learning method students can develop their knowledge gradually and make a movement into a unified movement and involve students' interest in learning, in direct face-to-face learning methods can make students more active and know basic techniques in the learning process

of the material provided. Students also learn to respect each other, help each other, be responsible for the tasks given by the teacher and learn to build good communication and share ideas and answer hypotheses about the material they are studying.

Based on the conclusions and implications of the research that has been stated previously, it can be put forward some suggestions in this study, as follows:

1. For teaching staff and physical education teachers, it is recommended that in providing learning they can choose a learning method that is truly in accordance with the characteristics of the material to be taught and the characteristics of the students. In addition to using learning methods, students should consider the interests of students so that they can actually improve learning outcomes, specifically for physical education learning given to students who have high interests, it is recommended to use face-to-face learning methods as an effort to improve learning outcomes.

2. Students who have a high interest are advised to take physical education lessons in a disciplined and

regular manner in participating in learning using face-to-face learning methods so that they can further improve physical education learning outcomes, and for students who have low interests it is recommended to follow the overall learning in a disciplined and regular manner. so that it can improve physical education learning outcomes.

3. For researchers who are interested in conducting similar research, it is recommended to involve other variables that are quite influential on learning methods in physical techniques, the object of research is more expanded, as well as considering the psychological factors of students for the development of research in the field of physical education, especially the long jump, as well as enriching the repertoire in the field of physical education. sports science.

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