**The Influence of Modified Football Games on The Social Development of Elementary School Students**

**Ali Priyono1ABCDE\***

1Department Physical Education, Majalengka University, Majalengka, Indonesia

\*Coresponding Author: alipriyono@unma.ac.id

Authors’ contribution: A) Conception and design of the study; B) Acquisition of data; C) Analysis and interpretation of data; D) Manuscript preparation; E) Obtaining funding

|  |  |  |
| --- | --- | --- |
| **ABSTRACT** |  | **ARTICLE HISTORY**Received: yyyy-mm-ddAccepted: yyyy-mm-ddPublish: yyyy-mm-dd**KEYWORDS**FootballModificationSocial Depelovment |
| This research is motivated by the poor development of adaptation and social respect for students at the elementary school level. The purpose of this study is to determine the effect of modified football games on the social development of elementary school students. The research method used is experimental research with Pre-Experimental design with One Group Pretest-Posttest Design. The population in this study were fifth grade students of SD Negeri 1 Kubangwungu Brebes, totalling 30 students. The sampling technique used Purposive Sampling technique. This research instrument used a questionnaire test with data analysis using normality test, homogeneity test and hypothesis testing using Paired Sample Test. The results of the study based on the analysis of hypothesis testing, this study concluded that there was an effect of modified football games on the social development of students of SD Negeri 1 Kubangwungu Brebes. |  |

|  |  |  |
| --- | --- | --- |
| **How to Cite** | **:** | Priyono, A. (2023). The Influence of Modified Football Games on The Social Development of Elementary School Students. *Journal RESPECS (Research Physical Education and Sport*, 5(2), 472–481. <https://doi.org/10.31949/respecs.v5i2.12019>  |

**INTRODUCTION**

The role of education is to educate the nation's life with the aim of improving the quality of Indonesian people in social, spiritual and intellectual aspects. Which is aimed at being able to have a professional nature in their respective fields. This has become a provision in the Law of the Republic of Indonesia and apart from that there are also provisions in the preamble of the Constitution of the Republic of Indonesia No. 20 of 2003 concerning the National Education System which discusses that National Education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian culture and responsive to the demands of changing times (Undang-Undang RI Nomor 20, 2003).

Physical education in its learning has several important aspects that indirectly run together in the learning process that each learner or student can have. These aspects include psychomotor, cognitive, and affective aspects. The first aspect is the psychomotor aspect or what is often known as the skill aspect which usually rests on the biological development of the body/physical organs that can be seen directly from the technique or mastery of the student's movements in learning PE. The second is the cognitive aspect or knowledge aspect which includes facts, concepts, understanding, application, analysis, synthesis, and evaluation that students can apply or know about history, procedures, theories, or anything related to PE. The last aspect is the affective aspect or attitude aspect which includes psychological traits that become elements of a strong personality, which can reflect the attitude of a student in a PE learning activity. It is not only about attitude as a readiness to act that needs to be developed, but more importantly the self-concept in other personality components.

The game of football can lead the players and spectators involved with them to high social behaviour (Mustafa, 2021). This is because in football one can see and feel tragedy, comedy, fortitude to accept failure, determination and courage to always build for victory. Indeed, football brings high laughter and happiness to the people involved in it.

Social development is the ability to behave in accordance with social demands who are able to socialise well, children must like people and social activities, if they succeed in doing so they will be able to adjust well and will be accepted as members of the group. Social development is development that involves relationships or interactions with other people. (Fadhilah et al., 2023). Humans are social creatures and cannot be separated from other people. Likewise, a child must need the help and assistance of others as well. At least help from his own parents. Without parents who care for, look after, and fulfil all their needs, it is impossible for children to grow and develop into adulthood.

One of the very important education to be applied is social behaviour, since humans are born, they need to associate with other people to meet their biological needs, such as eating, drinking, socialising and others. In daily life, humans always have relationships with other people or certain groups. This is because humans are social creatures who have an urge to establish relationships and always need patience in life. In the world of education has education to train students to develop in terms of social behaviour towards people around them, namely through physical education.

According to Krech, et al, in (Cendra & Gazali, 2019) explains that a person's social behaviour appears in a pattern of responses between people expressed by reciprocal relationships between individuals. Social behaviour is also synonymous with a person's reaction to other people. This behaviour is shown by feelings, actions, attitudes, beliefs, memories, or respect for others. A person's social behaviour is a relative trait to respond to others in different ways.

Based on observations and assessments made by teachers during physical education lessons, it is seen that many students at SD Negeri 1 Kubangwungu Brebes do not easily accept new people who are nearby, meaning that here today's early childhood children are more likely to spend their play time only with the people around them, Researchers get social behaviour that does not show a sense of togetherness at SD Negeri 1 Kubangwungu Brebes, there are still many children who often isolate their own friends, bully their friends, fight, say bad words to friends or teachers, fight the teacher's words, incite friends to make bad pictures on the school wall, when there are friends who want to play together sometimes there are those who do not like their friends. This was expressed by (Sugiarta et al., 2019) that teachers are obliged to be facilitators in dealing with every development that students go through. Thus, teachers are required to be able to develop all aspects of education, especially in terms of children's social development in elementary school.

Maturity in the social development aspects of primary school students can be formed in several ways, namely: (1) train responsibility; (2) learn to compete in positive activities with others; (3) behave socially well with people around; (4) practice in terms of cooperation with people around; (5) learn to adjust to the environment; (6) learn in terms of sharing feelings with others; (7) be sportive in various matters (Purwati et al., 2022). Therefore, researchers want to see and observe the game of football in instilling social behaviour for the better because elementary school students need to be given the basics of social attitudes from an early age such as interaction, adaptation, responsibility, sportsmanship and respect through football games. In the game of football not only the pattern of the game is played but social behaviour towards people is also in the points of the game of football. This is evidenced by the existence of several children's social problems, including (1) students are still reluctant in group work activities; (2) students still often choose friends; (3) there are still students who are ostracised; (4) students only want to work in groups with familiar friends; (5) students have not been able to express and share feelings with their peers; (6) students have not been able to take responsibility for their obligations; and so on.

Modifications can be applied to the sport of football games in the form of modifications to equipment and equipment, both modifications to the playing field, modifications to the ball used, and modifications to the way of playing. According to Ferdiyantono (2015) Modification is one of the efforts that can be made by teachers so that learning reflects DAP (Devolepmenally Appropriate Practice). This means that the teaching tasks given must pay attention to changes in children's abilities and can help encourage these changes, to make these changes, game modifications are made to support learning to be carried out properly. The game changes applied in the modification should not eliminate the essence of a game sport, because the essence of modification is how students can do and be actively involved in the game without eliminating important parts of the game.

Based on the problems and opinions above, researchers are interested in seeing children's social development through soccer games so that researchers draw the research title ‘The Effect of Modified Soccer Games on Social Development of Elementary School Students’.

**MATERIALS AND METHODS**

The research was conducted at SD Negeri 1 Kubangwungu Brebes. The treatment was carried out 12 times a meeting, with a frequency of 3 times a week with an implementation time of 60 minutes per meeting. The design used in this research is pre-experimental design. Pre-Experimental Design is experimental research which in principle only uses one group with no control group. Researchers used Pre-Exsperimental Design research with the form One Group Pretest-Posttest Design (Ramdani & Asriansyah, 2018). The population in this study were all V grade students totalling 30 students of SD Negeri 1 Kubangwungu Brebes. The sampling method used in this study was purposive sampling which amounted to 18 people. The data collection technique uses a closed questionnaire in the form of a number of questions or statements. For data analysis using ANOVA test.

**RESULTS AND DISCUSSION**

***Results***

Before the instrument test was carried out, the researcher first tested the validation questionnaire. The test used the help of SPSS 2.0. After the test was carried out, the results obtained were immediately analysed for validity and reliability using the SPSS 2.0 program. Then a valid questionnaire or questionnaire is obtained which is used in the preetest and posttest. In addition, the learning treatment (treatmen) using modified football games in this study was carried out 12 times at the first meeting of researchers taking pre-test data. Furthermore, each of these meetings the researcher provides several different treatments that measure the research review that will be researched so that the research achievements can be answered. Then at the last meeting the researcher took the posttest data.

**Table 1** Student Pretest Postest Results

|  |  |  |  |
| --- | --- | --- | --- |
| Sampel | Preetest | Posttest | Improved |
| 1 | 89 | 118 | 29 |
| 2 | 92 | 111 | 19 |
| 3 | 92 | 118 | 26 |
| 4 | 91 | 111 | 20 |
| 5 | 90 | 101 | 11 |
| 6 | 81 | 110 | 29 |
| 7 | 93 | 111 | 18 |
| 8 | 97 | 106 | 9 |
| 9 | 91 | 97 | 6 |
| 10 | 87 | 110 | 23 |
| 11 | 89 | 112 | 23 |
| 12 | 83 | 106 | 23 |
| 13 | 81 | 103 | 22 |
| 14 | 97 | 102 | 5 |
| 15 | 94 | 107 | 13 |
| 16 | 99 | 109 | 10 |
| 17 | 95 | 104 | 9 |
| 18 | 95 | 103 | 8 |

(Sources: Data Primer 2023

From the results of the pre-test and posttest, the descriptive statistics are as follows. The data was then analysed through statistical tests to determine the level of difference between the initial test and the final test.

Table 2 Descriptive Statistics of Social Development

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **N** | **Minimum** | **Maximum** | **Mean** | **Std. Deviation** | **Variance** |
| *Preetest* | 18 | 81 | 99 | 90.8 | 5.26 | 27.7 |
| *Posttest* | 18 | 97 | 118 | 107.7 | 5.59 | 31. 2 |

(Sources: Data Primer 2023)

The data description from Table 2 shows that the preetest results with a sample size of 18 obtained the minimum score is 81, while the maximum score is 99, with an average of 90.8, standard deviation 5.26, and variance = 27.7, while the posttest results with a sample size of 18 obtained the minimum score is 97, while the maximum score is 118, with an average of 107.7, standard deviation 5.59, and variance 31.2. It shows that there is a difference in scores from the preetest and posttest results.

Prerequisite Test Results

The normality test is intended to determine whether the variables in the study have a normal distribution or not. The calculation of this normality test uses the Kolmogorov- Smirnov Z formula. with processing using the help of the SPSS 20 computer program. The results are presented in the table as follows.

Table 3 Normality Test of Social Development

|  |  |  |  |
| --- | --- | --- | --- |
| **Test** | **P** | **Sig.** |  |
| *Pretest* | 200 | 0,05 | Normal |
| *Posttest* | 200 | 0,05 | Normal |

(Sources: Data Primer 2023)

Based on the data in Table 3, it is known that the pre-test p value is 0.200 and the posttest p value is 0.200. So in accordance with the basis for decision making in the Kolmogorov- Smirnov Z normality test, it can be concluded that the data is normally distributed. Thus, the assumption or requirement of normality has been met.

The homogeneity test is useful for testing the similarity of the sample, namely whether or not the sample variants taken from the population are uniform. Homogeneity rules if p> 0.05 then the test is declared homogeneous, if p < 0.05. then the test is said to be inhomogeneous. The results of the homogeneity test of this study can be seen in Table 4.

Table 4. Test of Homogeneity of Social Development

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Test** | **df1** | **df2** | **Sig.** |  |
| *Pretest-Pottest* | 1 | 34 | 0,658 | Homogen |

(Sources: Data Primer 2023)

Based on the results of Table 4 above, it can be seen that the sig. p value is 0.658> 0.05, so the data is homogeneous. Because the data is homogeneous, the data analysis is continued with parametric statistics.

The hypothesis in this study was tested using a paired t test using SPSS 20, the results of hypothesis testing with preetest and posttest test data as follows.

Table 5 T-test of Preetest Posttest Results Social Development

|  |  |  |
| --- | --- | --- |
| **Test** | **Mean** | ***t-test for Equality of means*** |
| **t ht** | **t tb** | **sig.** |
| *Pretest* | 90.88 | 8.917 | 2.109 | 0,000 |
| *Posttest* | 107.72 |

(Sources: Data Primer 2023)

From the pretest data has an average of 90.88, then during the posttest the average reached 107.72. This shows that the modified football game in physical education learning is able to provide a better change of 16.9% for the social development of students of SDN 1 Kubangwungu Brebes compared to before the game was given. Based on the results of the t-test in Table 5, it can be seen that t count 8. 917 and t table (df 19) 2.109 with a significance value of p of 0.000. Because t count 8. 917 > t table 2. 109, and the significance value of 0.000 < 0.05, these results show that there is a significant difference. Thus the alternative hypothesis (Ha) which reads, There is an effect of modified football games on the social development of SD N 1 Kubangwungu Brebes students. (Ho) is rejected and (Ha) is accepted

***Disscussion***

Based on the description of the research results and hypothesis testing that has been done, it shows that learning by using modified football games has an influence on the social development of SD Negeri 1 Kubangwungu Brebes students. This can be seen from before (preetest) given treatment and after (preetest) given treatment or (treatment). It appears that the average student has experienced a significant increase. The modified football game provided emphasises the aim of improving students' social development.

According to Kimpraswil in Ferdiani (2012: 46) Games are an effort to exercise physical and mental exercise that is useful for developing and improving performance, achievement and motivation in carrying out achievements and tasks. Meanwhile, the game helps develop motor skills, synchronisation of movements, strength, speed, flexibility, individual skills and teamwork (Eigenschenk et al., 2019). So that researchers take football games because they are interrelated with the opinions of Perl and Memmert (2017: 66), stating that, Football is the sport that most people in the world are interested in of the many sports that exist (Wiyasa, 2013: 53). So that this football sport has the most influence in social life between individuals.

Development is defined as changes that occur in quality aspects (Hidayati, 2016). The quality aspect consists of human psychic and motor skills. If the development process is missed, it will make human beings difficult to change and re-educate. Learning the game of football (football that is focused on learning and development aspects) can have a broader impact on social development than just ordinary football learning which may only focus on the technical and tactical aspects of the game.

Social development is the process by which children learn the skills to handle themselves, their relationships, and their work effectively and ethically. These skills include recognising and managing emotions, developing care and concern for others, building positive relationships, making responsible decisions, and handling challenging situations constructively. They are skills that enable children to calm themselves when angry, make friends, resolve conflicts responsibly, and make ethical and safe choices Collaborative for Academic, Social, and Emotional Learning (Weissberg, Durlak, Domitrovich, & Gullotta, 2015).

From the opinions expressed above, it illustrates that individual social development develops gradually and can provide changes. These changes can be influenced by various factors both internal and external so as to create a social process in individuals. Social development that grows and in modified football games can also be seen from the acceptance of diversity of differences between players. The game of football is a global sport played by people from different backgrounds, cultures, and religions. Playing in a team made up of members with diverse backgrounds helps to increase tolerance, acceptance and appreciation of diversity. The process of social development is one that takes into account and adapts to the age and period of human development (Jannah: 2017).

Through the game of football the development of social skills grows through interactions with teammates, coaches, and opponents, football players develop social skills such as empathy, a sense of responsibility, and adaptability. Indirectly, students are also capable of conflict management. Football teaches players to resolve conflicts in a constructive way. In game situations, conflicts may arise, and players are taught to resolve them with sportsmanship and a positive attitude and respect for shared decision-making.

This research provides a clear picture that through modified football games it is very important to improve students' social development. Because social life will continue into the future. Not only the present life, students must also be able to adapt, interact and have a sense of responsibility, be honest or sportive and respect when in a new environment. Which then has a positive impact on social and emotional, including mental resilience, independence, and the ability to manage stress in competitive situations and social awareness and community involvement that emerges in students.

**CONCLUSION**

Based on the results of the analysis, discussion and research that has been done, the conclusion of this study is that there is an effect of modified football games on the social development of students of SD Negeri 1 Kubangwungu Brebes.

**ACKNOWLEDGMENT**

On this occasion, the author would like to thank the Majalengka University institution and also School of Kubangwangu Brebes for giving research permission so that the research was carried out and completed on time.

**CONFLICT OF INTEREST**

The authors whose names are listed immediately below certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers’ bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

**REFERENCES**

Agus, R. M. (2020). Pengembangan Model Permainan Sepatu Batok untuk PembelajaranSepak Bola Pendidikan Jasmani, Olahraga dan Kesehatan SiswaSekolah Dasar. *SPORT-Mu: Jurnal Pendidikan Olahraga*, *1*(01), 43–53. https://doi.org/10.32528/sport-mu.v1i01.3052

Alwasi, F. T., Mujahidah, I., Rustini, T., & Husein, M. (2023). *Saling Menghargai Melalui Pembelajaran Ips Di Sd Kelas Awal Tema 7 " Kebersamaan "*. *21*, 27–38.

Asmara, F. A. B., Susilawati, S., & Sari, N. M. (2021). Peningkatan Kemampuan Koneksi dan Self Efficacy Matematis melalui Model Learning Cycle 7E. *JNPM (Jurnal Nasional Pendidikan Matematika)*, *5*(1). https://doi.org/10.33603/jnpm.v5i1.3628

Astuti, R. K., & Alfandi, T. F. (2022). Pelatihan Teknik Dasar Sepakbola Pada Atlet Pemula U12 di SSB Eagle Sidoharjo Kabupaten Pacitan. *Prosiding Seminar Nasional Hasil Penelitian Dan Abdimas*, *1*, 207–210.

Awaludin, A. R., Sucipto, B., & Lesmana, D. (2023). Pengaruh Implementasi Kebijakan Penerimaan Peserta Didik Baru Online terhadap Kualitas Pelayanan Pendidikan di Sekolah Menengah Pertama Negeri 23 Kota Bandung. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *6*(10), 8321–8327. https://doi.org/10.54371/jiip.v6i10.3035

Bahtra, R. (2021). *Buku Ajar Permainan Sepakbola Buku Ajar* (Issue 156). SUKABIMA PRESS.

Batinah, B., Meiranny, A., & Arisanti, A. Z. (2022). Faktor-Faktor Yang Mempengaruhi Interaksi Sosial Pada Anak Usia Dini: Literatur Review. *Oksitosin : Jurnal Ilmiah Kebidanan*, *9*(1), 31–39. https://doi.org/10.35316/oksitosin.v9i1.1510

Budiman, A., Samani, M., Rusijono, R., Setyawan, W. H., & Nurdyansyah, N. (2020). The Development of Direct-Contextual Learning: A New Model on Higher Education. *International Journal of Higher Education*, *10*(2), 15. https://doi.org/10.5430/ijhe.v10n2p15

Cendra, R., & Gazali, N. (2019). Intensitas Olahraga Terhadap Perilaku Sosial. *Media Ilmu Keolahragaan Indonesia*, *9*(1), 13–17.

Chen, M. Bin, Wang, S. G., Chen, Y. N., Chen, X. F., & Lin, Y. Z. (2020). A preliminary study of the influence of game types on the learning interests of primary school students in digital games. *Education Sciences*, *10*(4). https://doi.org/10.3390/educsci10040096

Danurwindo, D., Putera, G., Sidik, B., & Prahara, J. L. (2017). Kurikulum pembinaan sepakbola Indonesia. *Persatuan Sepak Bola Indonesia*, 1–166.

Danurwindo, Putera, G., & Sidik, B. (2017). *Kurikulum Pembinaan Sepakbola Indonesia 2*.

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, *24*(2), 97–140. https://doi.org/10.1080/10888691.2018.1537791

Dewi, M. P., S, N., & Irdamurni, I. (2020). Perkembangan Bahasa, Emosi, Dan Sosial Anak Usia Sekolah Dasar. *Jurnal Ilmiah Pendidikan Dasar*, *7*(1), 1. https://doi.org/10.30659/pendas.7.1.1-11

Dewi, N. S., Kurniati, L., & Fitriyani, D. (2022). Pentingnya Pendidikan Moral Dalam Proses Pembelajaran Pada Siswa Setelah Masa Pandemi Covid-19. *Jurnal Pesona*, *8*(1), 34–43. https://doi.org/10.52657/jp.v8i1.1647

Fadhilah, S, N., & Irdamurni. (2023). Perkembangan Emosi Anak. *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*, *9*(1), 893–901. https://doi.org/10.36989/didaktik.v9i1.767

Fahri, L. M., & Qusyairi, L. A. H. (2019). Interaksi Sosial dalam Proses Pembelajaran. *Palapa*, *7*(1), 149–166. https://doi.org/10.36088/palapa.v7i1.194

Febrianto & Erdiyanti. (2020). Teknik Dasar Sepakbola Untuk Anak Usia 11-12 Tahun. *JurnalEducatio FKIP UNMA*, *6*(2), 696–702.

Hadjarati, H., & Haryanto, A. I. (2020). Motivasi Untuk Hasil Pembelajaran Senam Lantai. *Multilateral Jurnal Pendidikan Jasmani Dan Olahraga*, *19*(2), 137. https://doi.org/10.20527/multilateral.v19i2.8646

Hantoro, R. R., Hasibuan, L., & Anwar, K. (2021). Administrasi Pendidikan: Unsur dan Bidang Garapan Administrasi Pada Sekolah. *Jurnal Hikmah*, *10*(1).

Hidayati, R. (2023). *Eksplorasi Proses Koneksi Matematis Dalam Menyelesaikan Masalah Open-Ended Pada Siswa Sekolah*. *7*, 201–220.

Himmah, K., Asmani, J. M., & Nuraini, L. (2021). Efektivitas Metode Jarimatika dalam Meningkatkan Kemampuan Berhitung Perkalian Siswa. *Dawuh Guru: Jurnal Pendidikan MI/SD*, *1*(1), 57–68. https://doi.org/10.35878/guru.v1i1.270

Islamin, N. S., Nasution, N. S., & Alfrinaldi, R. (2022). Motivasi Belajar Siswa Dalam Pembelajaran Penjas Materi Lompat Kangkang Senam Lantai Berbasis Online Pada Masa Pandemi Covid-19 Di Man 1 Kota Bekasi. *Jurnal Pendidikan Olahraga*, *11*(1), 94–103. http://journal.ikippgriptk.ac.id/index.php/olahraga/article/view/3623/1852

Jia, Z., Abdullah, B. Bin, Omar Dev, R. D., & Samsudin, S. Bin. (2021). Influence of football basic technical training on youth soccer players in Shanxi province, China. *Cypriot Journal of Educational Sciences*, *16*(2), 777–788. https://doi.org/10.18844/CJES.V16I2.5658

Kustiana, A. (2021). *Internalisasi Nilai-Nilai Sportivitas Dalam Pembentukan Karakter Pada Atlet Bola Voli Putri Di Institut Agama Islam Negeri Salatiga Tahun 2021*.

Labudasari, E., & Rochmah, E. (2018). Peran Budaya Sekolah dalam Meningkatkan Karakter Siswa Sekolah Dasar. *Prodising Seminar Nasional PGSD*, 299–310.

Lestari, K. E., & Yudhanegara, M. R. (2018). *Penelitian Pendidikan Matematika* (Anna (ed.); 1st ed.). PT Refika Aditama.

Ma’ruf, A. C., Pamuji, P., & Andajani, S. J. (2023). Sepakbola modifikasi untuk melatih motorik kasar anak autis. *Jurnal Patriot*, *5*(1), 13–25. https://doi.org/10.24036/patriot.v5i1.897

Mahendra, W. R. D., & Hidayat, T. (2020). Perbandingan Tingkat Kebugaran Jasmani Antara Siswa yang Mengikuti Ekstrakurikuler Futsal dengan Ekstrakurikuler Bola Basket di SMP Negeri 1 Gresik. *Jurnal Pendidikan Olahraga Dan Kesehatan*, *8*(2), 1–5.

Melati, R. S., Ardianti, S. D., & Fardani, M. A. (2021). Analisis Karakter Disiplin dan Tanggung Jawab Siswa Sekolah Dasar pada Masa Pembelajaran Daring. *Edukatif : Jurnal Ilmu Pendidikan*, *3*(5), 3062–3071. https://edukatif.org/index.php/edukatif/article/view/1229

Mustafa, P. S. (2021). Problematika Rancangan Penilaian Pendidikan Jasmani, Olahraga, dan Kesehatan dalam Kurikulum 2013 pada Kelas XI SMA. *Edumaspul: Jurnal Pendidikan*, *5*(1), 184–195. https://doi.org/10.33487/edumaspul.v5i1.947

Nguyen, D. T. N., Teo, S. T. T., Grover, S. L., & Nguyen, N. P. (2019). Respect, bullying, and public sector work outcomes in Vietnam. *Public Management Review*, *21*(6), 863–889. https://doi.org/10.1080/14719037.2018.1538426

Nurdin, I., & Hartati, S. (2019). *Metodologi Penelitian Sosial*.

Nurodin, D. (2018). Sportivitas dan Akhlak. *Al-Mujaddid: Jurnal Ilmu-Ilmu Agama*, *1*(1), 98–110. https://www.neliti.com/publications/366763/sportivitas-dan-akhlak

Ospankulov, Y., Zhumabayeva, A., & Nurgaliyeva, S. (2023). The impact of folk games on primary school students. *Journal of Education and E-Learning Research*, *10*(2), 125–131. https://doi.org/10.20448/jeelr.v10i2.4473

Purwati, I., Wulandari, M. D., & Darsinah, D. (2022). Analisis Perkembangan Sosial Siswa Sekolah Dasar. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, *4*(2), 95–100. https://doi.org/10.36232/jurnalpendidikandasar.v4i2.2440

Putra, A. T., & S, A. (2020). Kontribusi Kelentukan Dan Dayaledak Otot Tungkai Terhadap Heading Sepakbola. *Jurnal Patriot*, *2*, 212–214.

Rahman Balogun Muhammed Shittu, A. (2021). A study of the impact of athletic scholarship on football achievement motivation of university students. *Hungarian Educational Research Journal*, *11*(1), 61–74. https://doi.org/10.1556/063.2021.00033

Ramdani, W., & Asriansyah, A. (2018). Pengaruh Latihan Juggling Terhadap Kemampuan Mengontrol Bola Peserta Ekstrakurikuler Sepakbola Di Smk Bukit Asam Tanjung Enim. *Jurnal Muara Olahraga*, *1*(1), 51–63.

Santoso, N. (2014). Tingkat Keterampilan Passing-Stoping Dalam Permainan Sepakbola Pada Mahasiswa Pjkr B Angkatan 2013. *Jurnal Pendidikan Jasmani Indonesia*, *Volume 10,*(2), 40–48.

Sartika, E. (2010). Pengolahan Data Berskala Ordinal. *Sigma-Mu*, *2*(1), 60–69. http://digilib.polban.ac.id

Stevannie, A. P., & Kadarisman, Y. (2022). Adaptasi Enam Keluarga Terhadap Lingkungan (Studi Kasus: Pemukiman Dalam Kawasan Tempat Pembuangan Akhir (T[A) Sungai Andok Di Kecamatan Padang Panjang Barat Kota Padang Panjang). *JOM FISIP*, *9*, 1–14.

Sugiarta, I. M., Mardana, I. B. P., Adiarta, A., & Artanayasa, W. (2019). Filsafat Pendidikan Ki Hajar Dewantara (Tokoh Timur). *Jurnal Filsafat Indonesia*, *2*(3), 124–136. https://doi.org/10.23887/jfi.v2i3.22187

Sugiyono. (2011). *Metode Penelitian Pendidikan*. Alfabeta.

Sugiyono. (2015). Metode Penelitian dan Pengembangan Pendekatan Kualitatif, Kuantitatif, dan R&D. In *Metode Penelitian dan Pengembangan Pendekatan Kualitatif, Kuantitatif, dan R&D*.

Suryowati, K., Setyawan, Y., & Jatipaningrum, M. T. (2016). *Pelatihan Jarimatika Untuk Inovasi Pembelajaran Matematika Bagi Jamaah Mushola Al-Hidayah Desa Sukoharjo, Kec. Ngaglik , Sleman, Yogyakarta*. *1*(1), 80–86.

Susilawati, W. O., Novitasari, A., Prananda, G., Apreasta, L., & . A. (2020). Pengaruh Pemahaman Hak Asasi Manusia (Ham) Terhadap Sikap Menghargai Pendapat Orang Lain Pada Mahasiswa Program Studi Ppkn Fkip Uad. *Inspiratif Pendidikan*, *9*(2), 91. https://doi.org/10.24252/ip.v9i2.15474

Tarigan, Jeri Franda; Winata, devi C. S. (2020). Upaya Meningkatkan Hasil Belajar Menggiring Bola Pada Permainan Sepak Bola Melalui Variasi Pembelajaran Dengan Media Audiovisual. *Jumper: Jurnal Mahasiswa Pendidikan Olahraga*, *1*(1), 27–36.

Triyanto, T. (2020). Opportunities and challenges for character education in the digital era. *Jurnal Civics: Media Kajian Kewarganegaraan*, *17*(2), 175–184. https://journal.uny.ac.id/index.php/civics/article/view/35476

Ulfa, R. (2021). Variabel Penelitian Dalam Pendidikan. Jurnal Pendidikan Dan Keislaman.

Undang-Undang RI Nomor 20. (2003). Undang-Undang RI No 20. *Demographic Research*, *49*(0), 1-33 : 29 pag texts + end notes, appendix, referen.

Wardhani, T. Z. Y., & Krisnani, H. (2020). Optimalisasi Peran Pengawasan Orang Tua Dalam Pelaksanaan Sekolah Online Di Masa Pandemi Covid-19. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, *7*(1), 48. https://doi.org/10.24198/jppm.v7i1.28256

Wicaksana, A., & Rachman, T. (2018). Hubungan Antara Tingkat Perhatian Orang Tua Dengan Perkembangan Sosial Emosional Anak Usia Dini Di Ra Se-Kecamatan Banyudono Tahun Pelajaran 2022/2023. *Angewandte Chemie International Edition, 6(11), 951–952.*, *3*(1), 10–27. https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf

Yousif, N., Cole, J., Rothwell, J. C., Diedrichsen, J., Zelik, K. E., Winstein, C. J., Kay, D. B., Wijesinghe, R., Protti, D. A., Camp, A. J., Quinlan, E., Jacobs, J. V, Henry, S. M., Horak, F. B., Jacobs, J. V, Fraser, L. E., Mansfield, A., Harris, L. R., Merino, D. M., … Dublin, C. (2018). No 主観的健康感を中心とした在宅高齢者における 健康関連指標に関する共分散構造分析Title. *Journal of Physical Therapy Science*, *9*(1), 1–11. http://dx.doi.org/10.1016/j.neuropsychologia.2015.07.010%0Ahttp://dx.doi.org/10.1016/j.visres.2014.07.001%0Ahttps://doi.org/10.1016/j.humov.2018.08.006%0Ahttp://www.ncbi.nlm.nih.gov/pubmed/24582474%0Ahttps://doi.org/10.1016/j.gaitpost.2018.12.007%0Ahttps:

Yusuf, R., & Lusiana, L. (2022). Pengaruh Permainan Tradisional Terhadap Keterampilan Sosial Siswa Sekolah Dasar. *Gelora : Jurnal Pendidikan Olahraga Dan Kesehatan IKIP Mataram*, *9*(2), 68. https://doi.org/10.33394/gjpok.v9i2.6588.