



Development of Running Materials for Elementary School Students

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Doi :

Keywords :


Development of Running,
Teaching Materials

ABSTRACT

Physical education learning in elementary schools emphasizes various variations of basic movements into games and sports, therefore physical education really expects factors from within students and external factors in student learning this cannot be separated from the role of a teacher. Physical Education teachers are educators who must have good knowledge, skills, attitudes and creativity in the Physical Education learning process, one of which is in preparing running materials. Teaching materials for this running material must be designed properly so that students are happy and participate actively in the learning process, so that it affects student learning outcomes. The subjects in this study were students of class VI of the 40th State Elementary School in Banda Aceh, totaling 29 people. Data collection techniques are: design validation, product testing, product validation and questionnaires. Data processing techniques with validity, average and percentage. Based on the results of the study, it can be concluded that: 1). The development of teaching materials in games 1, 2 and 3 use is easy for students to understand, safe, and not too complicated in its implementation in studying physical education learning running materials according to validated data, strongly agree (ss) = 62.20%, agree (s) = 35.53%, doubtful (rr) = 2.27%. The teaching materials in games 1, 2 and 3 are in accordance with body posture, age, not contradicting the existing material in learning physical education, running material according to validated data, agree (s) 100%. Games 1, 2 and 3 media are easy to obtain, durable, safe, and can be made yourself so as to reduce costs in studying physical education learning running materials according to validated data, strongly agree (ss) = 55.53%, agree (s) = 44.47%, 2). Most students strongly agree (81.38%) with the development of running materials for elementary school students. From the results of the development of running materials for elementary school students at Negeri 40 Banda Aceh, it can be explained that students are not difficult to carry out and learn the teaching materials developed, their answers: strongly agree (ss) = 81.38%, agree (s) = 18.62%.

Volume 2, No.1, June 2022, Pages: 1-10

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INTRODUCTION

The development of education is something that should happen in line with changes in the culture of life (Trianto, 2010:1). Learning problems are very basic, because a person's knowledge, skills, and attitudes will be formed and developed if there are activities carried out through the learning process. Physical activity in addition to aiming for health can also increase achievement. Sports achievements can improve the quality of life of many people and even make the nation's name proud. Sports activities are an inseparable part of all aspects of human life, because physical and spiritual activities are important in facing the challenges of life and daily activities. Sports activities can create a healthy and fit body. Sports are all systematic activities to encourage, foster and develop physical, spiritual and social potential (Kemenegpora, 2007: 3). The development of a sport, must be supported by adequate education. Sports coaching is one of the efforts made to improve Indonesia's human resources. The sports development efforts are primarily directed at improving the physical, mental and spiritual health of the community and are aimed at forming high character and personality, discipline and sportsmanship as well as to improve achievements that can evoke a sense of national nationality.

The government has pursued the development of sports through four channels, namely: the school track, the main sports organization track, the professional sports organization track and the community sports track. The development of sports today seems to be soaring, along with the times, science and other technologies. Sport is one of the means that can make the nation's name proud and also determine the political situation between nations. The quality of sports today tends to be oriented to the process of applying sports science and technology. Indonesia is a developing country that always strives to become a developed country.

One of the efforts made by the government to make Indonesia a developed country is to develop education to all corners. Education has a very decisive role for the development and self-realization of individuals, especially for the development of the nation and state (Munandar, 1999: 6). Educational development can be seen from the development of educational institutions, the availability of facilities and infrastructure as well as creating human resources as professional educators so that they can develop the innate potentials that exist in a person so that later they will get good results in reaching maturity. Almost in all fields of science has developed rapidly. So that the problem becomes more complex, because it is explained through a review from various angles of knowledge related to one another.

Physical education learning in elementary schools emphasizes various variations of basic movements into games and sports, provides basic physical fitness training, practices various forms of physical education gymnastics, demonstrates basic movements and rhythmic movements and applies a healthy living culture, therefore physical education really expects factors from in students and external factors in student learning this cannot be separated from the role of a teacher in accordance with Purwanto's statement (1998:155) "Teaching and educating are professions that require a special skill and talent or great interest".

Educational development must first understand the basic functions of education. A person who does not understand the basic functions of education will not understand what education is for so he will not be able to function properly. Education is said to be the preparation of the workforce because the education process always guides and educates so that it has basic knowledge to work. Elementary school is an educational forum that teaches students various subjects. There are subjects studied in school which are implemented in the scope of theory and some are also in the scope of practice.

The scope of practice is one of the subjects taught Physical Education and Health. Physical education is one of the lessons that teaches various sports, one of which is athletics with running material numbers. The athletics branch of running material needs to be applied at all levels of education, one of which is at the elementary school level. The goal is to be able to improve movement skills and improve the physical fitness of students. At the elementary school level, students in learning are very happy with playing and how a teacher prepares teaching materials so that students are interested in participating in the lesson. Physical Education teachers are educators who must have a variety of knowledge, skills, attitudes and good creativity in carrying out the Physical Education learning process, one of which is in preparing running teaching materials. Teaching materials for this running material must be designed properly and appropriately so that students are happy and participate actively in the learning process, thus affecting the learning outcomes of a student.

Observations that have been made by researchers at the 40th State Elementary School in Banda Aceh City on September 7 2015, show that students are less active in learning Physical and Health Education in the athletics branch of running material numbers. Physical fitness of students is often ignored by Physical Education teachers who do not prepare teaching materials properly. This causes students not to be interested in participating in athletics learning in running numbers and students will also feel bored.

METHOD

The subjects in this study were students of class VI Elementary School 40 Banda Aceh City, totaling 29 people. Data collection techniques are: design validation, product testing, product validation and questionnaires. Data processing techniques with validity, average and percentage. Based on the results of the study, it can be concluded that: 1). The development of teaching materials in games 1, 2 and 3 use is easy for students to understand, safe, and not too complicated to implement in studying physical education learning running materials according to validated data.

RESULT AND DISCUSSION (10 PT)

A. Research Results

1. Validation Results from Validator 1

The calculation of the instrument has been done using the percentage formula. Validation was carried out using a Likert scale with an assessment of Strongly Agree (SS) = 4, Agree (S) = 3, Doubtful (RR) = 2, Disagree (TS) = 1.

Table 4.1 Results of Validator 1 from Variation Running Games, Running to Pick Up the Ball and Putting the Ball and Running to Change Body Position

No.	Statement	Alternative			
		SS	S	RR	TS
1.	The teaching materials developed have a design that students like	2 66,67%	1 33,33%	-	-
2.	The teaching materials developed have a complete description	2 66,67%	1 33,33%	-	-
3.	The teaching materials developed have images that are easy to understand	2 66,67%	1 33,33%	-	-
4.	The teaching materials developed are in line with the physical education curriculum objectives	3 100%	-	-	-
5.	The teaching materials developed attract students to do it	-	3 100%	-	-
6.	Teaching materials developed in accordance with running materials	3 100%	-	-	-
7.	The teaching materials developed are the result of developing running materials in the current curriculum	2 66,67%	1 33,33%	-	-
8.	The teaching materials developed are suitable for elementary school students	3 100%	-	-	-
9.	The teaching materials developed start from easy movements to increased movements	2 66,67%	1 33,33%	-	-
10.	The teaching materials developed do not make students feel tired	2 66,67%	1 33,33%	-	-
11.	The teaching materials developed have variations in the placement of obstacles by using interesting tools for students	1 33,33%	1 33,33%	1 33,33%	-
12.	The teaching materials developed are adapted to the height and weight of the students	-	3 100%	-	-
13.	The teaching materials developed can be adapted to the wishes of students	2 66,67%	1 33,33%	-	-
14.	The teaching materials developed are presented with effective movements	2 66,67%	1 33,33%	-	-

15.	The teaching materials developed do not make it difficult for students to move	2 66,67%	1 33,33%	-	-
Amount		28	16	1	0
Percentage		62,22%	35,55%	2,22%	0%

The results of the table above which consists of 3 games show that validator 1 says: Strongly Agree (SS) = 62.2%, Agree (S) = 35.55%, and Doubtful (RR) = 2.22%. It can be concluded that most of them Strongly Agree (SS) = 62.22% with the design of the researcher's teaching materials. After getting the results from the percentage of design validation instruments, then furthermore, it will be explained and described about the results of the content test instrument validation that have been obtained from the research results. For more details can be explained as follows:

2. Validation Results from Validator 2

Calculation of the validity of the instrument is done by using a percentage. Validation was carried out using a Likert scale with an assessment of Strongly Agree (SS) = 4, Agree (S) = 3, Doubtful (RR) = 2, Disagree (TS) = 1.

Table 4.2 Results of Validator 2 from Variation Running Games, Running, Taking the Ball and Putting the Ball and Running to Change Body Position

No.	Statement	Alternative			
		SS	S	RR	TS
1.	Teaching materials developed in accordance with the contents of the curriculum	-	3 100%	-	-
2.	Teaching materials developed according to students' abilities	-	3 100%	-	-
3.	The teaching materials developed are in accordance with the explanation and implementation	-	3 100%	-	-
4.	The contents of the teaching materials developed are easy for students to understand	-	3 100%	-	-
5.	The content of the developed teaching materials has a variety of movements	-	3 100%	-	-
6.	The contents of the teaching materials developed are suitable for running materials	-	3 100%	-	-
7.	The contents of the teaching materials developed are not difficult for students	-	3 100%	-	-
8.	The content of the teaching materials developed is not monotonous	-	3 100%	-	-
9.	The contents of the teaching materials developed are adapted to the student's body movement patterns	-	3 100%	-	-
10.	The content of the developed teaching materials can increase the sense of familiarity	-	3 100%	-	-
11.	The content of the teaching materials developed according to the time of the lesson	-	3 100%	-	-
12.	The contents of the developed teaching materials make students healthier and fitter	-	3 100%	-	-
13.	The content of the teaching materials developed does not contradict the existing material	-	3 100%	-	-
14.	The contents of the teaching materials developed are very appropriate for the age of the students	-	3 100%	-	-
15.	The contents of the teaching materials developed are very fun	-	3 100%	-	-
Amount		0	45	0	0
Percentage		0%	100%	0%	0%

Based on the results listed from the table above, it shows that the content validation answer by the validator says that: Agree (S) = 100%. It can be concluded that all validator answers Agree (S) = 100% with the contents of the researcher's teaching materials. After getting the results from the percentage of content validation instruments, then it will be explained and described about the results of the validation of the media test instrument that has been obtained from the research results that have been obtained previously. For more details about the media trial can be explained as follows:

3. Validation Results from Validator 3

Calculation of the validity of the instrument is done by using a percentage. Validation was carried out using a Likert scale with an assessment of Strongly Agree (SS) = 4, Agree (S) = 3, Doubtful (RR) = 2, Disagree (TS) = 1.

Table 4.3 Validator 3 Results from Varied Running Games, Running to Pick Up the Ball and Putting the Ball and Running to Change Body Position

No.	Statement	Alternative			
		SS	S	RR	TS
1.	The whistle used by the teacher is clear and can be heard by students	1 33,33%	2 66,67%	-	-
2.	The king bracelet used is safe for students	1 33,33%	2 66,67%	-	-
3.	The king bracelet used is suitable for elementary school students	3 100%	-	-	-
4.	The slalom pole used is according to the age of elementary school students	2 66,67%	1 33,33%	-	-
5.	The goals used are easy to get and not dangerous for students to use	2 66,67%	1 33,33%	-	-
6.	The ball used is not too big and easy for students to carry	1 33,33%	2 66,67%	-	-
7.	The ball box is not made of hazardous materials, so if a student falls while picking up the ball in the box, there will be no injury	3 100%	-	-	-
8.	The teaching materials used are not complicated so they will not confuse students	-	3 100%	-	-
9.	The trajectory used does not make it difficult for students to move	2 66,67%	1 33,33%	-	-
10.	The path made is not easily damaged	1 33,33%	2 66,67%	-	-
11.	The plastic ball used is cheap and easy for students to hold	3 100%	-	-	-
12.	The tools used in teaching materials can be made yourself	2 66,67%	1 33,33%	-	-
13.	The tools used can be used by all students	1 33,33%	2 66,67%	-	-
14.	The tools used are various models	3 100%	-	-	-
15.	The tools used can be used for several meetings during learning, because they can last a long time	-	3 100%	-	-
Jumlah		25	20	0	0
Persentase		55,55%	44,44%	0%	0%

The results of the table above show that the media validation by the validator says: Strongly Agree (SS) = 55.55%, and Agree (S) = 44.44%. It can be concluded that most of them Strongly Agree (SS) = 55.55% with the media of the researcher's teaching materials.

4. Student Questionnaire on the Development of Teaching Materials

Calculation of the students' questionnaires on the instrument was carried out using percentages. Student questionnaire carried out using a Likert scale with assessments: Strongly Agree (SS) = 4, Agree (S) = 3, Doubtful (RR) = 2, Disagree (TS) = 1. Development of running materials for school students The basics were practiced by 29 students, and then students were asked to fill out a questionnaire which was a development instrument for the running materials that were developed. This development instrument consists of 15 statement items. The results of the percentage of students' answers to the development of running materials for elementary school students have been carried out and the results are obtained for 40 Banda Aceh State Elementary School students as shown in table 4.13 below. For more details about the student's answer questionnaire and the percentage of the development of running material teaching materials can be seen in statements 1-15 below:

Table 4.4 Student Questionnaire on the Development of Running Materials for Students
Elementary School at SD Negeri 40 Banda Aceh.

No	Statement	Alternative			
		SS	S	RR	TS
1	I am more compact with fellow friends	26 (89,66%)	3 (10,34%)	-	-
2	I can improve cooperation with fellow friends	20 (68,97%)	9 (31,03)	-	-
3	I am able to remember every sequence of Movement	21 (72,41%)	8 (27,59%)	-	-
4	I can do running movements properly	25 (86,21%)	4 (13,79%)	-	-
5	I'm easy to do the move	18 (62,07%)	11 (37,93%)	-	-
6	I can move more carefully	22 (75,86%)	7 (24,14%)	-	-
7	I prefer to do sports running	25 (86,21%)	4 (13,79%)	-	-
8	I can run with a boy friend or a girl friend	24 (82,76)	5 (17,24)	-	-
9	I am very happy to do the movement with the teaching materials that were developed	23 (79,31%)	6 (20,69%)	-	-
10	I am very happy because the tools used are harmless	26 (89,66%)	3 (10,34%)	-	-
11	I find it easy to do the movement because it is done alternately with fellow group friends	22 (75,86%)	7 (24,14%)	-	-
12	I don't feel tired of running because the field is not too big	21 (72,41%)	8 (27,59%)	-	-
13	I am more confident in doing running movements to reach the line to the finish	29 (100%)	-	-	-
14	I am braver to move despite harmless obstacles	26 (89,66%)	3 (10,34%)	-	-
15	Can improve my physical fitness	26 (89,66%)	3 (10,34%)	-	-
Amount		354	81	-	-
Average		23,6	5,4	-	-
Percentage		81,38	18,62	-	-

Based on the results of the answers contained in the table above, it is explained that the overall results of the students' answers to the development of running materials for elementary school students at SD Negeri 40 Banda Aceh, the students said: Strongly Agree (SS) = 81, 38%, and Agree (S) = 18.62%. It can be concluded that most of the students strongly agree (81.38%) with the teaching materials developed by the researcher. The students said that there were many benefits from the development of these teaching materials, such as: more compact, increased cooperation, easy to remember, the tools are not dangerous, do not require a large space, are more confident, are more daring to move and most importantly can improve physical fitness of all students.

B. Discussion of Research Results

Development research requires validation from several experts. Product validation was carried out by several experts in accordance with the opinion that had been stated by Sugiyono (2012: 302) explaining that, "Product validation can be done by presenting several experts or experienced experts to assess the newly designed product".

1. Design

The results of the research the percentages that have been obtained are: using a Likert scale with an assessment of Strongly Agree (SS) = 62.20%, Agree (S) = 35.53%, and Doubtful (RR) = 2.27%. According to Susanto (2014:6), the development of educational materials should be able to develop matters relating to: 1). The material is given contextually, 2). Establish communication with students in order to influence them through ideas and thoughts, 3). The creation of a conducive classroom atmosphere, among others, which allows for a reciprocal pattern of teacher and student interactions.

Based on the data that has been obtained and collected from design experts through instrument development, the authors conclude that: the design for developing teaching materials consisting of 3 types of games, each of which consists of 15 statements, has met the requirements for use in the learning process. This component consists of several statement items which are validated by experts and the validation results show that the development of running materials for elementary school students has proven the suitability of the design in the teaching materials that have been implemented and carried out.

2. Contents

The results of the research on the percentage answers that have been obtained from the validator are using a Likert scale with the assessment being: Agree (S) = 100%. According to the Curriculum and Learning MKDP Development Team (2013: 53), the curriculum content concerns all aspects both related to the knowledge or content of each subject given as well as student activities and activities. Based on the data that has been obtained and collected from content experts through instrument development, the authors conclude that: the content of the development of teaching materials consisting of 3 types of games, each of which consists of 15 statements, has met the requirements for use in the learning process. The component consists of several statement items which are validated by experts and the validation results show that the development of running materials for elementary school students has proven the suitability of the contents in the teaching materials.

3. Media

The results of the research from the percentages that have been obtained are: using a Likert scale with the assessment Strongly Agree (SS) = 55.53%, and Agree (S) = 44.47%. According to Harjanto (2008:238) the factors that need to be considered against the priority of procurement of educational media are: 1). The relevance of procuring educative education media, 2). Feasibility of procuring educative education media, 3). Ease of procurement of educational educational media. Based on the data that has been obtained and collected from media experts through instrument development, the authors conclude that: the media in the development of teaching materials consisting of 3 types of games, each of which consists of 15 statements, has met the requirements for use in the learning process. The component consists of several statement items which are validated by experts and the validation results show that the development of running materials for elementary school students has proven the suitability of the use of media in the teaching materials developed by the researcher.

4. Student Questionnaire

The results of the questionnaire assessment results from the answers of 29 students consisting of 15 statements above: Strongly Agree (SS) = 81.38%, Agree (S) = 18.62%. It can be concluded that most of the students strongly agree (81.38%) with the researcher's development of running materials for elementary school students. According to

the Curriculum and Learning MKDP Development Team (2013: 53), students are interested parties in the teaching and learning process, because the goal to be achieved is solely to change the behavior of the students themselves. From the results of the development of running materials for students at the State Elementary School 40 Banda Aceh, the writer can explain that: students are able to carry out the learning process of running materials and are able to achieve the expected physical education learning objectives. Based on the data that has been obtained from design experts, content experts, media experts and research subjects, the development of running materials for elementary school students has a high level of effectiveness as seen from the validation results of several experts and the results of student questionnaires. Seeing the need that is very necessary, a teacher must be able to make running material teaching materials that have been developed can be used in physical education learning running material by all elementary school students, then the running material teaching materials are validated by experts consisting of general components. , instructions, learning objectives, models, pictures, and other things. Furthermore, the running material teaching materials that have been validated are applied to students and questionnaires are given to students to determine the suitability of running material teaching materials and the results of questionnaires from students are also a consideration for the use of running material teaching materials for elementary school students.

CONCLUSION

Based on the results and discussion of the research that has been carried out by the researcher, it is obtained that information is listed in the analysis and discussion section of the study. Information obtained from the results of the validator and the results of student responses explained that the teaching materials developed could be used in learning. The teaching materials developed consisted of several games, namely (1) variation running games, (2) running games for picking up the ball and putting the ball down, (3) running games for changing body position. Seen in the game, every student understands the implementation of the game, cooperates with each other, tolerates fellow friends and students feel happy and enthusiastic in carrying out various movements. The active movement of students in the game and also good cooperation between students with one another are expected to be able to improve student learning outcomes and be able to achieve physical education learning goals. An educator must be able to develop a teaching material in the learning process. Teaching materials developed must be adapted to applicable learning materials and in line with those contained in the current curriculum, adapted to the tools and facilities used in the development of teaching materials so that with teaching materials that are well designed and developed by an educator, participants Students will feel interested in the learning process.

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