

VALUATION OF LEARNING PHYSICAL EDUCATION LEARNING IN THE PANDEMIC TIME OF COVID-19 IN SMK AL-HIDAYAH I

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ABSTRACT

The purpose of this study was to find out how much the effectiveness level of physical education online learning during the COVID-19 pandemic at SMK Al-Hidayah 1 Jakarta Class X students. The research method used was a descriptive qualitative research method, namely a survey using Google form media which done in their respective homes. The population in this study were students of SMK Al-Hidayah 1 Jakarta. Grade X students totaling 268 students and using a sample of 38 students in the same class. This study used an instrument in the form of a questionnaire with variables. This research includes three aspects of affective, cognitive and psychomotor. Affective here uses a research instrument in the form of a questionnaire to obtain research data with a total of 18 questions with answer options Strongly Agree (SS), Agree (S), Disagree (TS) Strongly Disagree (STS) Based on the results of research analysis and discussion, it can be concluded that the level of physical education learning during the COVID-19 pandemic can be broken down as follows, the affective category average is 33.56, the cognitive average is 89.59 and the psychomotor is 69.41. From the three data, it was found that the average level of learning effectiveness was 67.27 with a poor category.

Keywords: Effectiveness of learning, Learning Problems, Pandemic COVID-19

PRELIMINARY

COVID-19 was first discovered in the city of Wuhan, China at the end of December 2019. The virus is spreading very fast and has spread to almost all countries, including Indonesia, in just a few months. So, the WHO on March 11, 2020, declared this outbreak a global pandemic (Kompas.com:2020).

This has led several countries to establish policies to impose lockdowns in order to prevent the spread of the corona virus. In Indonesia itself, a Large-Scale

Social Restriction (PSBB) policy was implemented to suppress the spread of this virus. Because Indonesia is carrying out PSBB, all activities carried out outside the home must be stopped until this pandemic has subsided.

Some local governments have decided to implement a policy of dismissing students and starting to apply learning methods with an online system or online. This government policy came into effect in several provinces in Indonesia on Monday, March 16, 2020, which was also followed by other provinces.

However, this does not apply to several schools in each region. These schools are not ready for online learning systems, which require learning media such as devices, laptops, or computers.

The online learning system (in a network) is a learning system without face-to-face learning between teachers and students but is done online using the internet network. Teachers must ensure teaching and learning activities continue, even though students are at home. The solution, teachers are required to be able to design learning media as an innovation by utilizing online media (online).

This is in accordance with the Minister of Education and Culture of the Republic of Indonesia regarding Circular Number 4 of 2020 concerning Implementation of Education Policies in an Emergency for the Spread of COVID-19. The learning system is implemented through a personal computer (PC) or laptop connected to an internet network connection. Teachers can learn together at the same time using groups on social media such as WhatsApp (WA), telegram, Instagram, zoom applications or other media as learning media. Thus, the teacher can ensure students take part in learning at the same time, even in different places.

All sectors are feeling the impact of the corona. One of them is the world of

education. Judging from the surrounding events that are happening, both students and parents of students who do not have devices to support online learning activities feel confused, so the school is also looking for solutions to anticipate this.

It should be realized that the unpreparedness of teachers and students towards online learning is also a problem. The transfer of conventional learning systems to online systems was very sudden, without proper preparation. But all of this must be carried out so that the learning process can run smoothly and students actively follow even in the conditions of the Covid-19 pandemic.

Sports and health physical education subjects are very important subjects for students to learn today, because with knowledge of health and sports practices students can fortify themselves, one of which is by increasing immunity to prevent the corona virus. With regular exercise is one way to maintain health.

However, the learning pattern at home certainly has its own challenges, especially for teachers of physical education, sports and health (PJOK), learning carried out from home must of course be able to improve student fitness, motor skills and values that include cognitive, affective, and social, so the subject matter must be carefully rearranged so that the physical education learning

experience is obtained by students, but it is adjusted to the ability to carry out student learning at home.

Sports physical education teachers in the current pandemic cannot adapt quickly in following up on this problem, so student academic achievement will certainly be disrupted even the impact on the aspect of lack of movement will overshadow students during online learning.

Is this the researcher's concern to describe the level of effectiveness of physical education online learning during the pandemic period at SMK?

Evaluation

Irwanto (2019) Evaluation is a process not a result (product). The results obtained from evaluation activities are the quality of something, both concerning value or meaning, while the activity to arrive at the value and meaning is evaluation.

Meanwhile, evaluation according to S. Eko Putro Widoyoko is an ongoing systematic process to collect, describe, interpret, and present information about a program so that it can be used as a basis for making decisions, compiling policies and compiling further programs (Putro, 2016: 6).

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activity to arrive at the value and meaning is evaluation (Hera Yuniartik & Nasuka, 2017).

The purpose of learning evaluation is to determine the quality of the program, both in whole and in part, separately (Prilanji, F.B., Sim Continak, V.G., Haetami, 2019). Evaluation is a process of activity in measuring something, especially in the world of education. To find out a good learning process can be done by evaluating the learning process. By conducting an evaluation, the desired information will be obtained and in accordance with the needs, not only focusing on learning outcomes but also on the learning process which has an impact on the quality of learning (Pambudi et al., 2019).

According to the technique, evaluation is divided into test and non-test evaluations. The test is differentiated according to the material to be assessed, its form and method. Non-tests are usually used to assess the learning process. Special tools for non-test techniques are in the form of interviews, observation of questionnaires of work or reports, essays, and attitude scales (Delima et al., 2017).

Learning

Learning and evaluation are two interconnected and inseparable concepts, both of which are the main activities in education (Hanafy, 2014: 1). The term learning in everyday life at school is often

understood to be the same as the teaching and learning process in which there is an interaction of educators and students to achieve a goal, namely changes in the attitudes and behavior of students. Learning is the equivalent of the term instruction, which contains a broader meaning than teaching. Apriada and Darwis (2017) explain "Learning is essentially a process, namely the process of regulating, organizing the environment around students so that it can grow and encourage students to do the learning process (Pane & Darwis Dasopang, 2017: 337).

Learning is a process of teaching student subjects that are planned, implemented, and evaluated systematically so that students can achieve learning objectives effectively and efficiently. Learning does not only occur in education (education) but also in training (training). Learning is the equivalent of the term instruction, which contains a broader meaning than teaching. Learning is a complex aspect of activities and cannot be fully explained. In simple terms, learning can be interpreted as a product of continuous interaction between development and life experience (Badar, 2009: 19).

From some of the above definitions, it can be concluded that learning is a process of interaction of students with educators and learning resources in the learning environment for the purpose of behavior

change due to interaction with the environment, which involves various aspects of personality both physical and psychological such as changes in understanding, solving a problem, skills, abilities, habits or attitudes.

Physical Education

Physical education in schools has an important meaning for education as a whole. The existence of physical education in schools not only improves the health and physical fitness of children but provides experiences in the cognitive, affective and psychomotor fields for children (Taufik & Pardijono, 2013).

Abduljabar and Yudiana (2010: 40) "The advantages of physical education can have a good impact on academic learning and students' physical activity patterns. Students who are more active and physically fit are more likely to show high academic motivation, students are more careful and agile "

The implementation of physical education in schools needs to include students in the dimensions of their nature as beings who have the potential for physical activity, so as to deliver students safely through their lives. Physical education is "an educational process that utilizes physical activities that are planned systematically with the aim of developing and improving individuals organically, neuromascularly,

perceptually, cognitively, and emotionally, within the framework of national education (Rahayu, 2013). Samsudin 2010 explained that "physical education is an inseparable thing from education in general which involves the educational process through physical activities, games or sports which are most important to achieve educational goals"

From the above explanation, it can be concluded that physical education is a learning process through physical activities that aims to develop motor skills, knowledge and mental, moral, and social development, in which there are sportsmanship, cooperation, discipline, honesty, confidence and responsibility. answer.

Characteristics of SMK Students

Singgih stated "Preparation for entering adulthood includes physical changes, changes in social relations, increasing abilities and skills" (Gusnarsa & Gusnarsa, 2008). The development of children in adolescence tends to increase their skills and abilities, when doing movements, at this time vocational high school children classified as adolescents can carry out controlled movements and good coordination by means of children having to do continuous movements by gaining experience of movement and exercise.

Martini Jamaris explains that elementary school students are aged 7-12 years, the pre-puberty period occurs at the age of 12-14

years, and puberty or adolescence occurs at the age range of 15-17 years (Jamaris, 2010: 27). Another opinion says that human development includes pre-birth, infancy (0-2 weeks), infancy (2 weeks- 1 year) pre-school childhood (1-5 years), school period (6-12 years), adolescence (13-21 years), adulthood (21-65 years) and old age (65 years and over) (Sunarto & Hartanto, 2006: 49). Mushibin (2003) explains that adolescence is 12-13 years old to 21-22 years (Shah, 2003: 13).

Based on the explanation above, it can be said that children who are attending vocational high school are children who have gone through the elementary school level (7-12 years), junior high school (12-14 years) and generally started at age (15-17 years) at this age the child experiences the phase of adolescence and puberty.

The COVID-19 pandemic

The 2019 corona virus disease outbreak or also known as Covid-19 has hit 215 countries in the world, providing its own challenges for educational institutions, especially Vocational High Schools. To fight Covid-19, the Government has prohibited crowding, physical distancing, social distancing, wearing masks and always washing hands. Through the Ministry of Education and Culture, the Government has banned various education sectors from implementing face-to-face (conventional) learning and ordered to organize online

learning (Kemendikbud Dikti Circular No.1 of 2020). Decree of the minister of education and culture of the republic of Indonesia number 719 / P / 2020, SE Mendikbud No. 4 of 2020 states that the Education Units in PAUD, Basic Education, and Secondary Education that are in areas designated as regions in Special Conditions by the Central Government or Local Governments can implement the Curriculum according to the learning needs of Students (Decree of the Minister of Education and Culture of the Republic Indonesia Number 719 / P / 2020).

Including in Jakarta, the Covid-19 Outbreak as an Extraordinary Event (KLB) and the increasing number of people exposed to the Covid-19 virus. Therefore, in accordance with this circular, learning during the COVID-19 pandemic was carried out through distance learning (PJJ).

The form of learning that can be used as a solution during the Covid-19 pandemic is online learning. According to Moore, Dickson-Deane, & Galyen (2011) Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. Research stated by Zhang et al., (2004) shows that the use of the internet and multimedia technology is able to change the way of conveying knowledge and can be an alternative to learning carried out in traditional classrooms. Online learning is learning that is able to

bring together students and lecturers to carry out learning interactions with the help of the internet (Kuntarto, E. (2017). At the implementation level, online learning requires the support of mobile devices such as smartphones or Android phones, laptops, computers, tablets, and iphone which can be used to access information anytime and anywhere (Gikas & Grant, 2013). Higher education during the WFH period needed to carry out strengthening learning online (Darmalaksana, 2020). Online learning has become a demand for education since the last few years (He, Xu, & Kruck, 2014) Online learning is needed in learning in the era of the industrial revolution 4.0 (Pangondian, RA, Santosa, PI, & Nugroho, E., 2019).

Online learning can even be done through social media such as Facebook and Instagram (Kumar & Nanda, 2018). Online learning connects students with learning resources (databases, experts / instructors, libraries) that are physically separated or even far apart but can communicate, interact or collaborate (directly / synchronously and indirectly / asynchronously). Online learning is a form of distance learning that utilizes telecommunications and information technology, for example the internet, CD-ROOM (Molinda, 2005). The purpose of this study was to obtain an overview of online learning in the Physical Education Study Program of SMK AL-HIDAYAH 1 Jakarta during the Covid-19 pandemic.

METHOD

This research uses descriptive research method. This research method uses descriptive analysis method research. Sugiyono (2013), what is meant by descriptive analysis method is: "Descriptive analysis method is a statistic that is used to analyze data by describing or describing the collected data as it is without intending to make generalized conclusions or generalizations".

The purpose of this research is to create a systematic, factual and accurate description or description of the facts, properties, and relationships between the phenomena being investigated. This data was collected using a test technique in the form of questions to measure student responses during online learning of physical education subjects at SMK AL HIDAYAH 1 Jakarta Grade X students. Researchers did not observe and provide treatment, they only distributed questionnaires via online, and collected value data from the teacher. PJOK class X.

Population according to Tangkudung (2016) is "the whole subject to be studied." The target population in this study were all students of SMK Al Hidayah 1 Jakarta, starting from class X, class XI, and class XII. The affordable population is class X students.

In this study, 38 students of class X where 38 students belonged to the same class, so according to the theory above, the

researcher used a sample of 1 class or 38 students. Data were analyzed using descriptive statistics with computerized assistance.

He research instrument used by researchers to collect research data. Several instruments in the research question item indicator, data in the form of questions used by the researcher. In this study, only one instrument was used. This research is in the form of questions and questionnaires prepared by the researcher. These questions and questionnaires were compiled based on indicators contained in the attractiveness variable of physical education online learning for students during the COVID-19 pandemic at SMK AL HIDAYAH 1 Jakarta Grade X students.

The data collection technique in this research is to use a questionnaire for the affective aspect, see the PTS data for the cognitive aspects, and see the results of the assessment of the video or photo assignments for the psychomotor aspect. This technique is done by distributing a list of questions in the form of a form, submitted online to students at SMK AL HIDAYAH 1 Jakarta Grade X students to get responses, information, answers and so on.

RESULTS AND DISCUSSION

This research was conducted in February 2021 with research subjects of class X SMK Al Hidayah 1 Jakarta with a total of 38

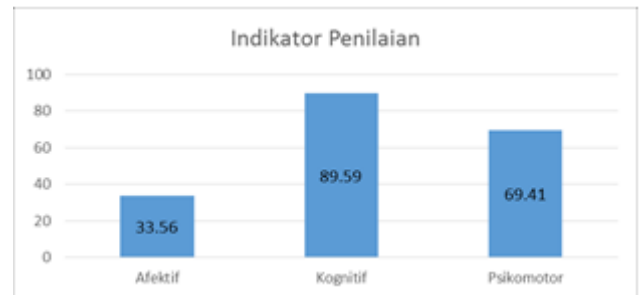
students. This research includes three aspects of affective, cognitive and psychomotor. Affective here uses a research instrument in the form of a questionnaire to obtain research data with a total of 18 questions with answer options Strongly Agree (SS), Agree (S), Disagree (TS) Strongly Disagree (STS), Each question item is given a score of 1-4 . While the cognitive assessment was taken from the student's PTS score and the psychomotor aspect was taken from the evaluation of the learning video. The construct in this research is the level of physical education learning during the COVID-19 pandemic.

Based on the research, the results of the research are outlined in the following table:

Table 1 Level of evaluation of learning during the Covid pandemic

NO	NAME OF STUDENTS	Cognitive Value	PURE PTS VALUE	Psychomotor Value
1	A S N S	36	88	80
2	A P S S	33	96	70
3	A A N	35	94	100
4	A B N	32	88	80
5	A R	29	78	80
6	A R	36	80	70
7	A N P	33	96	70
8	D W	35	64	80
9	E W P	32	98	80
10	E N H	32	98	80
11	E F G	35	94	70
12	F K I	35	96	0
13	F A	33	76	80
14	M L	35	94	70
15	M S	33	82	100
16	M N P L	35	100	80
17	M A N	33	68	80
18	M M A N	33	68	70
19	N M	34	96	80
20	N N A	32	72	80
21	N Z	35	96	70
22	N A A P	35	96	70
23	N S	32	100	80
24	R N A	35	90	80
25	R A P	33	100	100
26	R D S	34	74	0
27	R P	32	92	80
28	R N K	35	100	80
29	S F	34	98	0
30	S D	30	98	80
31	S A	34	82	80
32	S N	35	98	70
33	S Z Q A	32	98	80
34	S L S	34	98	70
35	S A R	34	82	80
36	T A	35	98	70
37	Y R	32	98	80

38	Y A	32	98	80
			JUMLAH	2.960
			AVER AGE	77,894
KKM				67,27
Learning Evaluation Leve				64,19
Less category				Kurang



Gambar 1 Indikator Penilaian Pembelajaran Penjasorkes

Based on the results of the study, it shows that the learning level of physical education during the COVID-19 pandemic was in the poor category, where the average score was in the 64 category. The results of this learning level were caused by various things, especially the difficulty of students understanding online learning materials that made students feel bored, especially in physical education lessons. In line with the opinion of Ali Sadikin and Afreni Hamidah (2020) that students assume that the material and assignments are not enough because they need direct explanation by the teacher. (Sadikin & Hamidah, 2020).

Of the three aspects measured by the results obtained are quite diverse, where the cognitive domain has the highest average score among the others, namely 89. These results indicate that the cognitive aspect is the highest among others, this is because online learning also has the advantages of being able to foster independent learning (self regulated

learning). The use of online applications can increase learning independence (Oknisih, N., & Suyoto, S., 2019).

1. Discussion of Cognitive Domains

The cognitive domain is the basic ability in the form of mastery of science which is always required of students to be mastered. (Noer Rahmah, 2014) So, the cognitive realm is the basis for mastery of science that must be mastered by students.

The evaluation of physical education learning at SMK Al Hidayah 1 Jakarta in the cognitive domain is included in the Good category. Assessment of the cognitive aspects that are usually used by teachers as a reference to determine whether or not learning objectives are achieved or not related to the ability of students to master the material being taught. As is the opinion of Sudjiono (2013) that "the cognitive domain is a domain that includes mental (brain) activities". 43 So the cognitive realm is a domain that works in the brain or mental area of the brain which deals with mental processes ranging from recorded sensory impressions to being stored in the brain. It is like remembering, thinking, and understanding something.

Learning outcomes in this cognitive domain are the highest among other learning domains. This is because students have the freedom to access

learning reference sources via the internet, then with assignments given online students are given the opportunity to receive various information and are more flexible to explore opinions in completing assignments.

2. Discussion on Affective Domains

The affective domain is the realm related to attitudes and values. According to Muhibbin Syah (2013), the affective domain is closely related to the cognitive domain. Cognitive development basically produces cognitive skills and also produces affective skills. For example, a teacher who is skilled at developing cognitive skills has a positive impact on the affective domain. (Sudjana, 2014)

The implementation of physical education learning evaluation at SMK Al Hidayah 1 Jakarta in the affective domain is in the poor category. As stated by Krathwol, the affective domain is behavior that emphasizes feelings, emotions, or the degree of rejection or acceptance of an object. (Muhibbin Shah, 2013)

The objective of the affective domain of the assessment is behavior not knowledge of students, so the answer does not have to be right or wrong because it only measures the attitudes and interests of students. (Arikunto, 2016)

These results are from the application of online Physical Education learning evaluations where the affective results are seen from the aspect when students receive the assignment given and then do the assignment given by the teacher. However, there are obstacles in affective assessment, namely due to the lack of control exercised by teachers in online learning. The main control occurs in the parents, so that if the parents are in a busy situation and do not control the students, this aspect cannot run optimally.

3. Discussion of Psychomotor Domains

In the psychomotor domain, which includes perception, readiness, guided response, mechanisms, complex responses, adaptation and organization, where indicators of learning outcomes from the psychomotor aspect are showing motion, arranging and connecting. The psychomotor domain is a knowledge process which is based more on the development of thoughts or mental processes by paying attention to muscle aspects and aims to shape student skills. Besides covering the processes that move muscles, psychomotor is also related to aspects of life skills. (Sukardi, 2015)

The implementation of the physical education learning evaluation at SMK Al Hidayah 1 Jakarta in the psychomotor

realm is in the poor category. As the opinion of Sudjiono (2013) states that the psychomotor domain is one that is related to the ability to act or skills (Skill) after a person accepts and carries out certain learning experiences.

These results are from the application of online Physical Education learning evaluations where psychomotor results are taken using video assignments carried out by students. This assignment is given by sending a video tutorial for the implementation of the learning that will be carried out and after the students see it, the students will do what is in the video.

However, it was found that there were still several obstacles in the implementation of the learning evaluation, including the lack of control from the teacher during the implementation and it was returned to the parents to take control. So that this will result in injury to students if parents are negligent in controlling the implementation of tasks from the teacher. students are late in sending learning videos where students are asked to practice. As proof that students have implemented it, the teacher orders to record and then send the video via the google form application. The need for good cooperation from teachers and

parents is the key in online learning in a pandemic like today.

CONCLUSION

Based on the results of research and discussion, it can be concluded that:

1. The level of physical education learning during the COVID-19 pandemic, in the cognitive category of 89.59.
2. The level of physical education learning during the COVID-19 pandemic, in the affective category was 33.56.
3. The level of physical education learning during the COVID-19 pandemic, in the psychomotor category was 69.41.
4. The average level of effectiveness of Physical Education learning during the Covid-19 pandemic was 64.

Overall, it can be concluded that the level of physical education learning during the COVID-19 pandemic was in the poor category, seen from the average score of only 64.

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