

## Improving Learning Outcomes of Invoice Driving in Football Games Through The Tgt Type Cooperative Learning Model in Class XI Students of SMK Negeri 8 Ambon

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### Abstract

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This research is Classroom Action Research (PTK), which is cyclical research which aims to improve the quality of learning in the classroom on an ongoing basis (Anwar, 2018). For this reason, in order to improve the quality of football learning, especially dribbling material, researchers used a PTK design. And based on the analysis of the results of learning to herd with the instep in cycle I it was 76% and in cycle II it increased by 4% to 80%. Based on the results of research carried out over two cycles as follows: Results of learning to dribble with the instep in learning soccer through models *Times Games Tournaments* shows an increase. Thus it can be concluded that the model *Times Games Tournaments* effective for teaching dribbling with the back foot in soccer lessons for class XI students at SMK Negeri 8 Ambon.

**Keywords:** Improving, Learning Outcomes, Invoice Driving, Football Games

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### INTRODUCTION

Education is basically a conscious effort to develop the human resource potential of students by encouraging and facilitating their learning activities. Education is responsible for creating a complete generation of the nation, as stated in the outlines of state policy, namely the realization of an Indonesian society that is peaceful, democratic, just, competitive, advanced and prosperous, within the framework of the Unitary State of the Republic of Indonesia which is supported by healthy, independent people. , have faith, be devout, have noble character, love the country, be aware of the law and the environment, master science and technology, have a high work ethic and be disciplined. The essence of education is the learning process, where learning cannot be separated from the teaching and learning process. Education in general contains several subjects which are mandatory for students to apply. one of them is physical education.

Physical education can be defined as an educational process aimed at achieving educational goals through physical movement. It has become a general fact that physical education as an education system has a significant role in developing human qualities, especially Indonesian citizens. Physical education provides students with the opportunity to be directly involved in various learning experiences through physical activities, playing and exercising which are carried out systematically, directed and planned. What is meant by playing and sporting activities, one of which is the game of football.

The game of football is a sport that is popular with many people. This game can be played anywhere, you can play this soccer game in the open yard, on the street, or in the field. Football is a game that uses a ball which is played by two teams, one team consisting of 11 people and is played in an open area. There are several specific movement skills in the game of soccer, namely, basic techniques for kicking the ball, holding/stopping the ball, heading the ball, dribbling the ball, and so on. In the world of education (schools), football is one of the sports physical education subject matter taught in schools which is summarized in the K13 curriculum, and the independent learning curriculum, in an effort to improve dribbling learning outcomes for students who must master the basic techniques of playing football.

Football is one of the big ball sports. (Mubarok, 2018) states that a football match is played by two teams, each consisting of 11 people. Each team defends the goal and tries to break through the opponent's goal. The team that puts more balls into the opponent's goal is the winner. The number of players in a soccer game is eleven people. The match is played in 2 x 45 minutes, this game is led by one referee and two line guards. The shape of a soccer field is rectangular. In actual regulations, a standard soccer field is 100-110 meters long, 64-78 meters wide. The field is also equipped with two goals on either side of the width. However, for football learning purposes at school, you can use the school yard. The size of the field can be adjusted to suit the conditions at the school.

(Vinando, 2017), football is a game played by kicking the ball. The ball is kicked back and forth to be fought over between players, whose aim is to put the ball into the opponent's goal. The aim of playing this game is to put as many balls into the opponent's goal as possible and try to defend your own goal from the opponent's attacks so as not to concede a goal (Yudistira, 2018). Furthermore, Hasbullah, (2020) stated that as a sport that is popular and interesting to enjoy for approximately 90 minutes, of course all players need speed, endurance, muscle power, strength, flexibility, agility, coordination, balance, accuracy, and reaction. Meanwhile (Agus Sufriyanto, 2019) Football is a group game that involves many elements such as physical, technical, tactical and mental.

Dribbling or dribbling really needs to be mastered by all football players, because dribbling the ball is a continuation of an attack on the opponent. The ability to dribble the ball allows a player to control the ball longer and be able to strategize where the ball will go. Some basic dribbling techniques are dribbling the ball with the outside of the foot, the inside of the foot and with the instep.

(Diputera, 2021) stated that "dribbling the ball is a technique of rolling or moving the ball from one place to another using the feet while running"

In the world of education, sport is one of the subjects taught or better known as physical education subjects because school is one of the places to receive education where they are required to be skilled and ready for the educational learning process.

In the K13 Curriculum, herding with the back foot is one of the activities used as a learning activity in physical education subjects. Dribbling with the instep is a dribbling technique in the game of soccer. The aim of dribbling the ball is to get closer to the target, get past the opponent and hinder the game. Dribbling is running with the ball or carrying the ball with your feet. Definition: Dribbling is done to pass

or outwit an opponent. Dribbling can be done using the inside or outside of the foot. Dribbling should use the right and left foot alternately." From the definition of dribbling with the instep above, it can be concluded that dribbling with the instep is dribbling the ball from one place to another in order to build an attack into the opponent's area. To support a good and quality physical education learning process, physical education teachers must have good and appropriate learning methods, so that the objectives of physical education learning can be conveyed clearly to students.

This is because learning methods are created and applied to assist teachers in delivering learning in order to achieve the goals that have been set. A teacher will be able to carry out his duties well if he masters and is able to carry out teaching skills using methods that are appropriate to the characteristics of the lesson, objectives and subject matter to be taught. In an effort to improve learning outcomes for instep herding, researchers chose the Times Games Tournaments (TGT) teaching style model as one solution to the problems that occurred at SMK Negeri 8 Ambon. One model or teaching style used is times games tournaments (TGT).

Times Games Tournaments (TGT) is a type of cooperative learning that places students in study groups consisting of 5 to 6 students who have different abilities, gender and ethnicity or race. Through the Times Games Tournaments (TGT) teaching style, it is hoped that this will be a solution in learning, so that students can improve learning outcomes, making herding with the back foot easier and also increasing students' seriousness so that the expected results are achieved. For this reason, it is very important to choose a teaching method or style in the learning process, especially physical education, soccer game material, the technique of dribbling with the instep.

Based on the results of the researcher's observations when the researcher conducted PLP 1 on November 11 2022, students at SMK Negeri 8 Ambon still did not understand the basic techniques of herding with the back of the foot, especially when the teacher invited students to carry out herding techniques, there were still many students who still made mistakes. in carrying out dribbling movements properly and correctly, for example, inappropriate foot steps when dribbling the ball,

This is because the learning model used by teachers uses a demonstration model, where the teacher as a teacher only provides direction and material without practicing teaching movements that are appropriate to the material and immediately releases students to practice directly without guidance so that there has been no improvement in students in the leading learning process. with the instep.

Based on the facts in the field that the author has described above, the researcher offers a learning solution that is fun and can be understood by students by using the TGT type cooperative learning model, namely Team Games Tournament, which will enable students to work together in carrying out the learning process or solving a problem. found in the learning process, the use of the Times Games Tournaments (TGT) method plays a very important role in the learning process for students at SMK Negeri 8 Ambon, because by using the Times Games Tournaments (TGT) method the teacher must explain the design stage, implementation stage and evaluation stage and students act as executors, so that if students carry out wrong movements or movements that are not appropriate, the teacher will re-evaluate them

to correct movements that are not correct. In the physical education learning process in schools, teachers are very limited in the allocated learning time, so teacher innovation and creativity are very necessary to improve optimal learning results according to the existing time allocation. So the author felt interested in conducting research on "Improving Learning Outcomes for Instep Dribbling in Football Games Through the TGT Type Cooperative Learning Model in Class XI Students of SMK Negeri 8 Ambon".

## METHOD

The object of this research is to improve the learning outcomes of dribbling with the instep in the game of soccer. The location of this research is SMK Negeri 8 Ambon which is located in Ambon city, South Leitimur sub-district, Jln Haharing, refinery village, this research will be carried out on 8 and 11 September 2023. The subjects used in this classroom action research are class XI students of State Vocational School. 8 Ambon, with a total of 16 students, with details of 10 male students and 6 female students.

This research is Classroom Action Research (PTK), which is cyclical research which aims to improve the quality of learning in the classroom on an ongoing basis (Anwar, 2018). For this reason, in order to improve the quality of football learning, especially dribbling material, researchers used a PTK design.

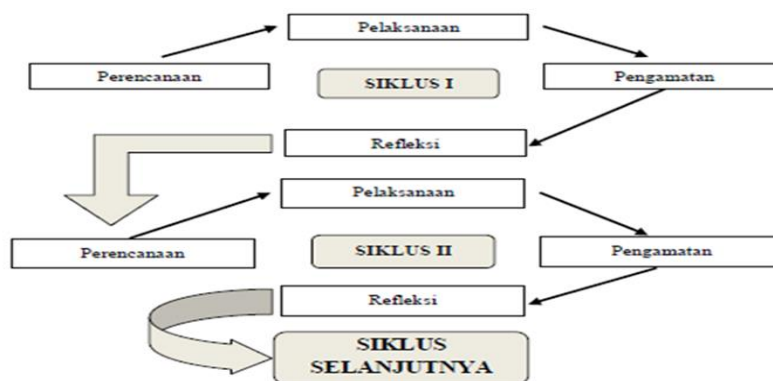


Figure 1. PTK Implementation Cycle  
(Agus Kristianto, 2010)

Furthermore, the process of implementing the cycle above can be explained as follows:

1. Research problem

The research problem is the first step that the researcher must go through, in the form of identifying and formulating a problem that allows it to be researched through action research. With a clear problem formulation, researchers can identify and determine alternative solutions or appropriate actions based on theoretical studies and a framework of thinking.

2. Action plan

An action plan is an effort made by researchers to solve the problem that has been formulated. After the problem has been identified, at this stage the researcher needs to develop a plan in the form of an action scenario, to

improve, or strive to improve the results to be better and optimal or satisfactory.

### 3. Implementation of Actions

At this stage, the researcher carries out all the plans that have been prepared, in a real or real atmosphere and situation, where communication interactions occur between teachers and students, students and students in a learning atmosphere.

Because this stage is the core of a PTK, the implementation process requires seriousness and sincerity, while efforts must be made to ensure that the classroom situation runs normally like the daily learning process.

Meanwhile, teachers as researchers when this implementation process takes place, must act as observers and observers to observe and observe any changes in behavior that occur, whether from individuals, groups or classes, which are thought to be a reaction or response to the actions given.

If there is a conceptual error, or the action occurs outside or deviates from the plan that was originally prepared, then it is the responsibility of the researcher to redirect it according to the plan that was originally prepared. For example, when the teacher gives group assignments, it turns out that almost all students tend to be passive, some even wander around on their own, so the teacher needs to direct and make changes to avoid the situation in the classroom from occurring.

### 4. Analysis and Reflection

The results of the observations carried out, then the data obtained during the observation are analyzed (both quantitatively and qualitatively), used as reference material to evaluate whether the formulated objectives have been achieved.

After the data has been analyzed, the researcher reflects to find out whether there have been no deviations or procedural errors, whether the process is as envisioned in the scenario, and whether the results are satisfactory as expected. If the results obtained turn out to be unsatisfactory due to something, then it is necessary to re-plan, of course with plans that are revised, modified, and if necessary, re-arranged a new scenario if the results are not satisfactory. Based on this new plan, the next cycle is carried out. Therefore, classroom action research can be carried out and completed in one cycle, if the results achieved are satisfactory. Or even the cycle in PTK will continue for 2 (two) or 3 (three) cycles, depending on the results achieved (Zarroh, 2014).

## **Research Instrument**

The learning tools used in this research are:

1. Learning Implementation Plan (RPP) The learning implementation plan (RPP) is prepared systematically containing: competency standards, basic competencies, learning materials, indicators, learning models and methods, learning activities starting with initial activities, core activities and final activities. This learning implementation plan (RPP) functions as a reference for researchers in carrying out a one-time learning process. The aim is for the learning process to run as it should in accordance with the syllabus that has been prepared.

### **Data analysis method**

The research data were analyzed descriptively using the formula:  
(Sudijono., 2012)

Information :

P = Presentation

F = Number of answers

N = Number of subjects

### **RESEARCH RESULT**

Improving the learning outcomes of instep herding through a learning model *kooperatif tipe Teams Games Tournaments* (TGT) in class XI students at SMK Negeri 8 Ambon. The aim to be achieved in this research is to find out the improvement in learning outcomes of following on the back of the foot in class XI students at SMK Negeri 8 Ambon. Data obtained through classroom action research (PTK) was carried out in two cycles, namely cycle I and cycle II.

The data obtained in each cycle is obtained through the results of observations and performance tests based on the indicators assessed in the assessment rubric. Next, the entire score obtained by each student is divided by the maximum score multiplied by one hundred percent (100%), then the score for each student will be obtained. This grade is the final result obtained by each student which will determine whether the student is declared complete or incomplete so that it can be known whether they will continue to the next cycle or not. The researcher himself is an observer during the ongoing learning process by referring to the assessment rubric that has been prepared by the researcher and the physical education subject teacher by referring to the learning implementation plan that has been prepared by the researcher using the following steps:

1. Prepare a learning implementation plan (RPP), namely the learning tools used in the teaching and learning process.
2. Prepare an assessment rubric to be used as an assessment sheet to students about the results of learning to dribble with the back foot in learning soccer for class XI students at SMK Negeri 8 Ambon during the learning process.
3. Prepare learning facilities  
The facilities used are fields
4. Assessment includes student performance regarding understanding of learning concepts  
Dribbling with the back foot in a soccer game in the form of assessing attitudes, knowledge and skills.

### **Explanation Per Cycle**

1. Cycle I Research Results

Cycle I consists of four stages, namely, planning, implementing actions, observing and reflecting. The stages carried out in cycle I are as follows:

- a. Planning Stage

The planning stages below include several points, namely;

Create a learning implementation plan (RPP).

1. Prepare learning tools and facilities

used in the learning process.

2. Develop an instep dribbling test instrument in learning to dribble and observe learning through the assessment rubric listed in (RPP)

b. Implementation Level

Implementation of learning activities for cycle I will be carried out on September 8 2023 at SMK Negeri 8 Ambon class XI academic year 2023/2024 with a total of 16 students and this process refers to the RPP and assessment rubric. During the implementation, students are divided into 4 groups, where each group will carry out ball dribbling techniques through the following games: straight dribbling, triangle dribbling, and zig-zag dribbling, where in the final stage students will take part in a competition/*tournament* namely dribbling zigzags between groups and the group that succeeds in dribbling the ball quickly is declared the winner.

In this activity, researchers carry out actions in accordance with the learning plans that have been made. Researchers provide learning material in one meeting lasting 2 x 45 minutes. The following is a learning scenario carried out in the action phase of cycle I.

1. Initial Activities (15) Minutes

In the initial learning activities the teacher conditions the class, provides learning materials, tools and resources. Organize learning facilities and resources well. Then the students are given the opportunity to line up, check the students' presence, then pray, after praying the teacher explains the material that will be taught, namely dribbling with the back of the foot in the game of soccer and the goals to be achieved in the lesson. After that the students are told to warm up before entering. on core activities

2. Core Activities (60)

The teacher explains the material about herding with the instep. In the next activity, the teacher gives an example of how to carry out a dribbling movement with the instep. The teacher explains the initial stance for dribbling with the instep, namely the supporting leg is placed next to the ball and the knee is slightly bent, then the position of the body at the time of execution, namely when dribbling the body. Lean slightly forward with your hands at your sides to balance your body. Then proceed with the final stance, namely after the foot hits the ball, immediately place the foot on the ground close to the ball, the body relaxes back to the starting position. Based on the results of observations, it can be concluded that students' abilities are quite varied, some usually make movements perfectly, some make quite perfect movements but there are also those who make movements that are not perfect. So this causes some students to feel satisfied with the learning process that is taking place, but there are also those who are not satisfied with what they are doing, namely leading with the back of their feet because they are in a group which is different from the friends they usually hang out with so that the results what they get is also not in accordance with the abilities they have. Seeing this situation, the teacher again tried to provide explanations and provide motivation so that all students could work together with their teammates/groups.

3. Final Activities (15)

At the end of the activity the teacher together with the students concluded the material about herding with the back of the foot. The lesson ends with questions and answers about things that are not yet understood. The teacher gives awards in the form of praise to students who can answer and get the best grades. All student activities are documented to determine the activities of students and teachers which will later be used as reference material for teachers in conducting evaluations to determine the next action plan.

c. Observation Stage

Observations were made during the learning process, it was seen that there were some students who were not able to carry out the basic techniques of dribbling the ball well, this was seen when students were given the opportunity to carry out the basic techniques of dribbling the ball, there were students who were not able to do it well, they were still stiff in carrying the ball, and sometimes when dribbling the ball the ball is far out of reach of the feet so they cannot control the ball, especially for female students. Observations were carried out using a test instrument, namely an assessment rubric using the basic technique of dribbling with the instep in learning soccer in accordance with the steps stated in the skills assessment rubric (*psychomotor*). And also to find out students' understanding of basic ball dribbling techniques using questions in the form of questions, and attitude assessments carried out during the teaching and learning process. During the learning process, researchers must make observations from the beginning of the lesson to the end of the lesson with the aim of finding out the level of student ability in the teaching and learning process that has been carried out. The data from the research results in cycle I are as shown in the following table:

**Table 1. Results of learning to lead with the instep in Cycle I in class XI students of SMK Negeri 8 Ambon Cycle I**

No	Subject	Rated aspect				ates earning outcomes
		ffective	ognitive	ychomotor		
1	AL	80	80	80	90	Complete
2	CL	100	25	70	65	Not Completed
3	DD	80	90	100	90	Complete
4	DP	80	30	80	65	Not Completed
5	DL	70	30	50	65	Not Completed
6	AA	80	50	50	65	Not Completed
7	EH	100	80	90	90	Complete
8	FO	100	80	80	86	Complete
9	JD	80	80	90	83	Complete
10	JL	70	30	50	60	Not Completed
11	MM	80	80	80	80	Complete
12	MT	100	80	100	93	Complete
13	RL	70	30	80	65	Not Completed
14	WM	50	25	60	65	Not Completed

15	YD	80	80	80	80	Complete
16	YG	80	80	80	80	Complete
<b>Maximum score Maximum</b>					<b>000</b>	
<b>Maximum class score</b>					<b>600</b>	
<b>Number of Average Values</b>					<b>222</b>	

d. Reflection Stage

In the implementation of teaching and learning activities, the following results were obtained: The first learning meeting on straight herding, triangular herding and zig-zag herding went well, when the teacher explained and practiced. However, when given the opportunity for students to carry out straight herding movements, triangular herding movements, and zig-zag herding movements, students feel hesitant in carrying out herding movements, while there are also students who are too hasty in carrying out herding movements so that when carrying out the movements, their legs are too short. good at dribbling the ball.

In general, the actions carried out in cycle I were in accordance with the plan, but based on the results of observations there needed to be improvement from the students, so that they were more skilled in carrying out herding movements with the instep. Based on the results obtained in the observation stage in the first cycle which were collected and analyzed, it turned out that the results achieved were not satisfactory so it needed to be continued in the next cycle. Likewise, with the results of learning to herd on the back of the foot, there were 9 students who got a score according to the KKM 75, while there were 7 people who had not achieved a score of 75 or below the KKM score. This result is not as expected. Based on this, the researcher continued the action in the next cycle by referring to the evaluation results in the first cycle. Actions in cycle II are the result of revisions from the first cycle. This aims to improve the results of learning to herd with the instep of students. Based on the results of discussions with collaborators on the implementation of learning the herding technique with the running instep, there are several notes.

It is. Draft Revision

There are still shortcomings in the implementation of teaching and learning activities in the first cycle, so revisions need to be carried out in the next cycle.

- 1) Teachers need to prepare easy learning media so that students do not feel tense and afraid. And students are invited to get involved in doing it.
- 2) Teachers need to pay close attention to learning time and add information that they feel is necessary.
- 3) Teachers must be enthusiastic and skilled in motivating students so that students are happier or enthusiastic in participating in the teaching and learning process.

Therefore, classroom action research can be carried out and completed in one cycle, if the results achieved are satisfactory. Or even the cycle in PTK will continue for 2 (two) or 3 (three) cycles, depending on the results achieved (Zarroh, 2014).

## DISCUSSION

### 1. Completeness of Learning Outcomes

The results achieved in this research show that the implementation of the learning model *kooperatif tipe time games tournaments* (TGT) in class I and II cycles. Where in cycle I there were 7 students who did not complete and in cycle II there was an increase of 7 students, all of whom were declared complete based on learning results and assessment results in cycle II.

2. Application of learning model *kooperatif tipe time games tournaments* (TGT) in class XI students at SMK Negeri 8 Ambon. It can be said that if the teacher carries out the learning process using careful and predetermined planning that is adapted to the students' initial conditions and abilities, and also needs to pay close attention to students' behavior patterns, then the set learning objectives will be achieved.

If you look at the content of the material, dribbling with the instep is football material, especially dribbling with the instep, is good material that can motivate students to move, because at the age of class XI vocational school they prefer to play. In the learning process, it is carried out with the aim of improving the results of learning to herd with the instep by using learning model *kooperatif tipe time games tournaments* (TGT) in class XI students at SMK Negeri 8 Ambon, showed improvement in accordance with the learning objectives that had been set and planned. Where the presentations in cycle I consisted of 9 students. Meanwhile, there were 7 students who did not complete. However, after planning was carried out in the learning implementation stage in cycle II, there was an increase, where all 16 students in class XI at SMK Negeri 8 Ambon had completed 100%.

And based on the analysis of the results of learning to herd with the instep in cycle I it was 76% and in cycle II it increased by 4% to 80%.

3. Obstacles during the implementation of actions that need to be realized are that efforts to improve learning outcomes are not as easy as imagined. So even though it is felt that the planning carried out can be completed in just 1 cycle, it turns out it has to be completed in 2 cycles.

The factors that cause the implementation of the cycle, which was originally planned to be only 1 cycle, to increase to 2 cycles, are the obstacles. So the obstacles faced during the learning process include;

1. When carrying out the initial herding attitude it was not in accordance with what was explained and demonstrated by the teacher so that the results achieved were not satisfactory.
2. When carrying out the execution stance, there are still many students who carry out dribbling movements with the back of their feet in straight, triangular and zig-zag dribbling games. There are still many mistakes in arranging steps when dribbling.
3. When performing the final herding stance with the back of the leg, the student was not able to perform it properly according to the teacher's instructions.

From the results of research conducted by previous researchers, the Teams Games Tournament (TGT) type cooperative learning model can improve student learning outcomes in school subjects.

## CONCLUSION

Based on the results of research carried out over two cycles as follows: Results of learning to dribble with the instep in learning soccer through models *Times Games Tournames* shows improvement

Thus it can be concluded that the model *Times Games Tournamens* effective for teaching dribbling with the back foot in soccer lessons for class XI students at SMK Negeri 8 Ambon.

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