

Audio-Visual Media in Online Learning Pencak Silat Ementary School Students

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Abstract

Modification-based learning is one strategy in an effort to increase interest in learning in students. One of them uses audio visual in learning pencak silat. This research aims to describe the process of improving Pencak Silat learning through audio-visual media in elementary school students. This research is class action research. The subjects in this study were grade IV elementary school students with a total of 31 students. The instrument used is a long jump performance test. The data analysis techniques used in this study are qualitative and quantitative descriptive. Based on the results of the study, it can be concluded that the improvement of step pattern results through audiovisual media in grade IV elementary school students are characterized by an increase in the average grade of students. The average score of students in pre-action activities was 71.60 with a completion percentage of 28.57%. This condition increased the average student's grades in cycle I, which was 74.8, and the percentage of completeness by 61.90%. However, the increase still did not reach the target set earlier. Then after continuing to cycle II, the average grade of the student pattern again increased by 78.47 with a percentage of completion of 95.23%. This shows that the target that has been set before has been achieved so that the research is stopped in cycle II. The process of learning step patterns using an audio-visual approach is dynamic and fun. The ability of student step patterns increased by being marked by all complete learners KKM (Minimum Completion Criteria) which is 75.

Keywords: audio-visual, Pencak silat, step patterns, Student.

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1. INTRODUCTION

Education is one of the most important factors in human life because with education humans can develop their knowledge, skills, and creativity (Munir et al., 2022). Success in the field of education is largely determined by success in the learning process. The learning process is an interaction between the teaching or teacher and the person being taught or learners. At all levels of education, there are physical education subjects. Physical education is an attempt to influence the growth and development of children towards healthy physical growth that is programmed systematically, purposefully, and scientifically (Fitrian et al., 2023). Physical education subjects are subjects that must be taught to schools, both from the elementary level to the upper level. In the subjects of the physical education, students are taught theory and practice in the form of physical activities or sports.

A teacher will feel satisfied if his students learn with sincerity, passion, and high self-awareness (Burhaein et al., 2020; Phytanza & Burhaein, 2020). Teachers must have the attitude and ability professionally to manage a fun and effective teaching and learning process. In teaching and learning activities occur a communication process must be realized through the activity of conveying and exchanging information by each teacher to students (Burhaein, 2022; Susanto et al., 2022). Through the process of communication, messages or information can be absorbed and lived by others. So that there is no error in the communication process, it is necessary to use means or tools to help the teaching and learning process (Deri Putra, 2022; Endriani et al., 2022).

Based on the ability that must be well owned by a teacher is the ability to make good learning planning, able to present a learning plan appropriately, able to evaluate the results of the learning process and able to carry out follow-up (Putra et al., 2022). In fact, not all teachers are able to overcome the problem, there are even teachers who just silence the problem because of the demands of targets and time constraints. As a result, students do not acquire enough learning knowledge, this can be seen from the results of the evaluation carried out every learning process takes place. If the problem is allowed to continue and not immediately addressed, it will have an impact on the quality of subsequent learning, both in the process and student learning (Hirwana et al., 2023). Therefore, a professional teacher is required to be honest with himself, willing and able to express the problems of learning that he manages. Armed with honesty and awareness, researchers try to reflect, reflect, and finally try to identify problems that occur in the learning done.

Learning success is shown by the mastery of learning materials by students. When conducting a physical education subject skills test with the basic movement material of the step pattern in pencak silat in the fourth grade of elementary school students there is a gap between hope and reality (Setiaji et al., 2022; Sutopo & Misno, 2021). Only 4 students out of 21 students achieved the minimum step pattern basic learning completion score, which is 75. This proved the low level of absorption of the taught material. If this condition is left clear, it will be bad for students in the process and subsequent learning. Aware of these circumstances, researchers tried to make efforts to improve the learning of basic movement patterns with the application of audio-visual media.

According to observations made by researchers on students of grade IV elementary school in performing basic movements, the pattern of steps is not good. Development of steps that are stemmed with a specific goal is a form/pattern of steps (Asmara et al., 2023). So pencak

silat learning in this research must develop a good medium to facilitate the learning of step patterns. In general, it can be argued that the main element that causes the lack of achievement of basic movement of step patterns in students is attention in the learning process is not good. The existence of this problem needs to be solved by providing lessons whose purpose is to improve the basic movement of optimal step patterns.

An interesting problem in learning the basic movement of the step pattern is about the learning method. The method used greatly affects the results achieved (Munir et al., 2021). In learning the basic motion of step patterns in schools, it is generally only emphasized that students do step pattern movements only, not paying attention to their methods and learning processes. The implementation of learning carried out by physical education teachers in schools only with power points added with pictures, then students are given basic movement materials of step patterns only, followed by students practicing repeatedly (Fitrian et al., 2023). The learning model that is done makes it unattractive and boring, so that students are not enthusiastic in learning their movements, the learning process becomes less good.

Based on the above considerations, teachers need to try to make updates in learning, by adjusting student characteristics so that students are more interested in actively participating in the learning process. Children will feel happy if they carry out activities that are encouraging. Basic motion learning of step patterns can be done with other forms that resemble and lead to the formation of basic motion step patterns. This form of learning can be called learning by indirect methods. One form of indirect learning is the method of applying audio visual media. Based on the description above, researchers want to research about improving the basic movement learning of step patterns using the method of applying audio visual media in grade IV elementary school students.

2. METHOD

This research method is a research method of the type of classroom action research, where this research is research that aims to improve the teaching and learning process carried out on the students themselves. This study uses a design with a cycle model, where the cycle in this study is carried out using two cycles with several stages, namely observation, planning, implementation, and reflection.

2.1 Participants

The subject of research is a subject or person who will be improved ability or competence. In ptk education, the subject of action is the student. The subject of this study is a fourth-grade elementary school student for the 2020/2021 school year. The number of students is 21 students, consisting of 7 male students and 14 female students. The selection of class IV in elementary school as a research subject is based on several considerations based on the results of field observations.

2.2 Research Design

Classroom action research is a form of reflective study by the perpetrators of actions carried out to improve the rational skills of their actions in carrying out the task of deepening understanding of the actions taken, as well as improving the conditions in which the learning practice is carried out (Pahlevi & Munir, 2023). The working procedure in this study is a cycle of activity consisting of two cycles. Each cycle includes planning, action, observation or

observation and reflection as presented in the figure below.

2.3 Instruments

To collect research data, it is done by determining the data source first, then the type of data, data collection techniques, and instruments used. Complete data collection techniques can be seen in tabel 1 below.

Table 1.

Data Collection Techniques

No	Data Source	Data Type	Data collection techniques	Intrument
1	Student	Affective	Observation	Observation guidelines
2	Student	Cognitive	Student test	Written test
3	Student	psychomotor	Student test	Practice

Table 2.

Research instrument design

No	Aspect	Cycle I	Cycle II	Cycle III
1.	Teaching Media	martial arts step pattern movement learning video	learning video with a detailed explanation of the movement of the martial arts step pattern	learning video with a detailed explanation with the directions of foot movements, front view, side view and rear view of the movement of the martial arts step pattern
2.	Learning outcomes	The basic motion of the increased step pattern is characterized by 7 completed children compared to the situation before the cycle only 6 students are completed.	The basic movement of the step pattern of elementary school fourth grade students increased by marked the completion of students as many as 19 students get grades above KKM and there are still 2 students who have not reached KKM	The basic movement of the step pattern of elementary school grade IV students increased by marked the completion of students as many as 21 students get grades above KKM.

2.4 Procedures

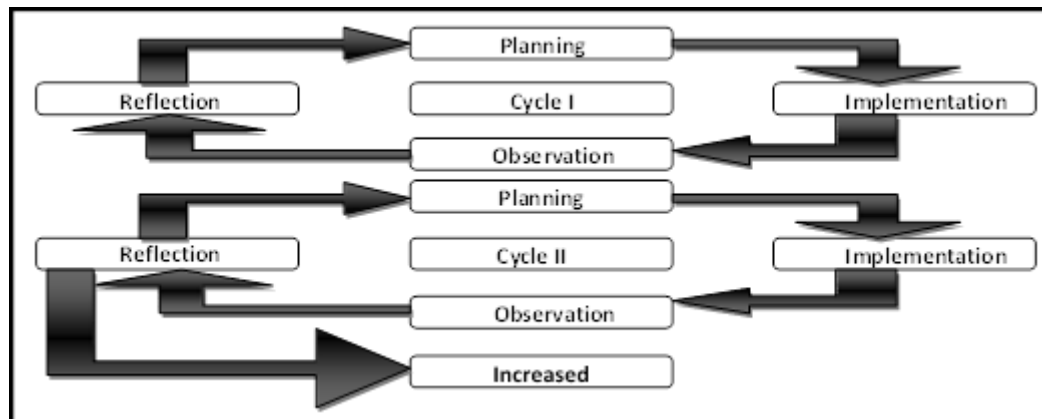
The procedure in this study is the first step the researcher will carry out 2 cycles, where

in the first cycle the researcher makes observations, the next stage of observation is to carry out the reflection and planning process before the final stage, namely implementation.

Because the first cycle did not get more optimal results, the researchers continued the study in the second cycle. by applying the same cycle as the first cycle. Furthermore, because the second cycle has a maximum value and is above KKM, the researchers stopped the study in the second cycle.

Figure.1.

The Figure of Data Statistic



2.5 Data Analysis

This study looked at students' learning outcomes towards the application of audio-visual media to improve the basic movement skills of martial arts step patterns. The collected data is analyzed qualitatively and quantitatively. And the observation data is first analyzed descriptively (qualitative data) then calculated percentages. While the student's learning outcome data is analyzed quantitatively. Because the data in this study in the form of numbers (quantitative data) is calculated by the formula:

$$\text{Percentage} = (X/Y) \times 100$$

Information:

X = Research results

Y = Number of students

Learning criteria success can be reviewed from two points of view, namely from the process (*by process*) and from the results achieved (*by product*). To find out the successful application of audio-visual media to improve the results of learning the basic motion patterns of steps in elementary school fourth grade students. For this reason, the success of actions in this study is measured from student learning outcomes. To see whether a learning process is effective can be seen from the achievement of learning outcomes. As for the success criteria.

Table 3.*Student Cognitive Criteria*

No	Aspect	Student response	Criterion
		80%-100%	Excellent
		60%-79%	Good
1	Cognitive	40%-59%	Enough
		20%-39%	Less
		0-19%	Very Less

Source: Primary Data

Table 4.*Student Affective Criteria*

No	Aspect	Student response	Criterion
		80%-100%	Excellent
		60%-79%	Good
1	Affective	40%-59%	Enough
		20%-39%	Less
		0-19%	Very Less

Table 5.*Student Psychomotor Criteria*

No	Aspect	Student response	Criterion
		80%-100%	Excellent
		60%-79%	Good
1	Early motion	40%-59%	Enough
		20%-39%	Less
		0-19%	Very Less
		80%-100%	Excellent
	Body attitude	60%-79%	Good
2	Body position, foot position, hand position.	40%-59%	Enough
		20%-39%	Less
		0-19%	Very Less

		80%-100%	Excellent
		60%-79%	Good
3	Final motion	40%-59%	Enough
		20%-39%	Less
		0-19%	Very Less

3. RESULTS

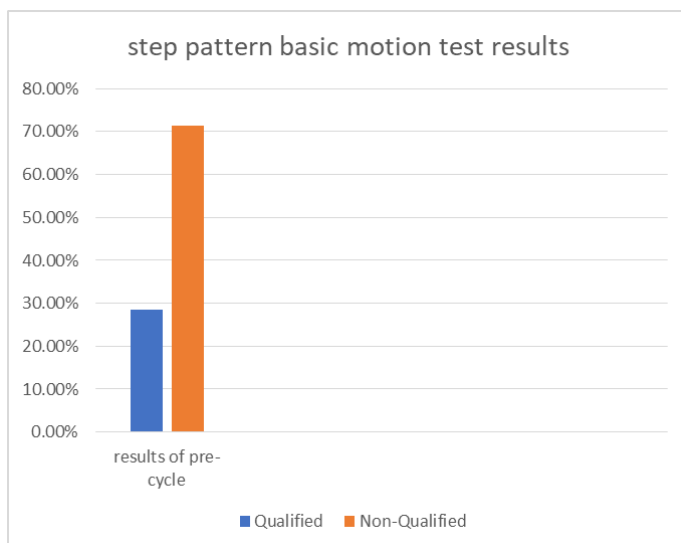
Research conducted in elementary school. Observation is aimed at knowing how the teacher teaches the basic movements of martial arts and how students do step pattern movements. Based on the basic competency test test of martial arts in the basic movement learning material of the step pattern, it turns out that the results are still not satisfactory, even though the teacher has tried their best so that students understand by being given examples repeatedly. In the initial condition after the test, there is still a value below KKM. Therefore, researchers ask for the help of colleagues to jointly identify learning deficiencies in the subjects that have been implemented. Basic competencies in martial arts materials pencak silat basic movement patterns, especially class IV Elementary School, the reality that exists in the learning process of health vendors, teachers have not used good media in teaching and tend to be monotonous in the activities of the organizers and do not take advantage of the surrounding environment.

3.1 Description of the Pre-Action

The result basic motion test of the step pattern of elementary school students in grade IV elementary school at pre-action activities is presented in the form of a bar diagram, for more details can be seen in figure 2 below.

Figure.2.

Basic Motion Bar Diagram Of Step Patterns Of Elementary Grade IV Students In Pre-Action Activities



Based on the results of the pre-action test obtained an average score of 71.60. The

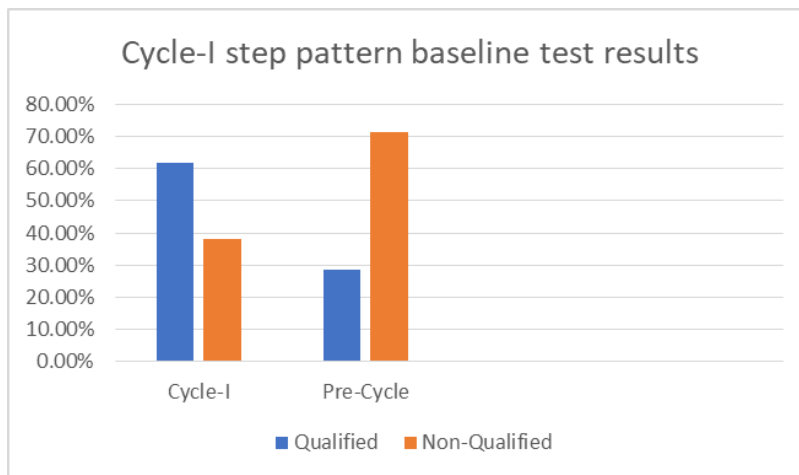
number of students who reach KKM is only 6 students (28.57%) and students who have not reached KKM as many as 15 students (71.43%). From the pre-action test conducted, it is known that there are some students who have not been able to perform the basic movements of the step pattern correctly, both from the prefix, body position, foot position, and hand position. Based on data obtained from pre-action tests, researchers, and teachers intend to improve and improve students' ability to perform basic movements through audio visual media methods.

3.2 Description of Cycle I

The results of the basic motion test of the step pattern of elementary school grade IV students in cycle I activities are presented in the form of a bar diagram, for more details can be seen in figure 3 below:

Figure.3.

Basic Motion Bar Diagram Of Step Patterns Of Class IV Students In Elementary School In Pre-Action And Cycle I Activities



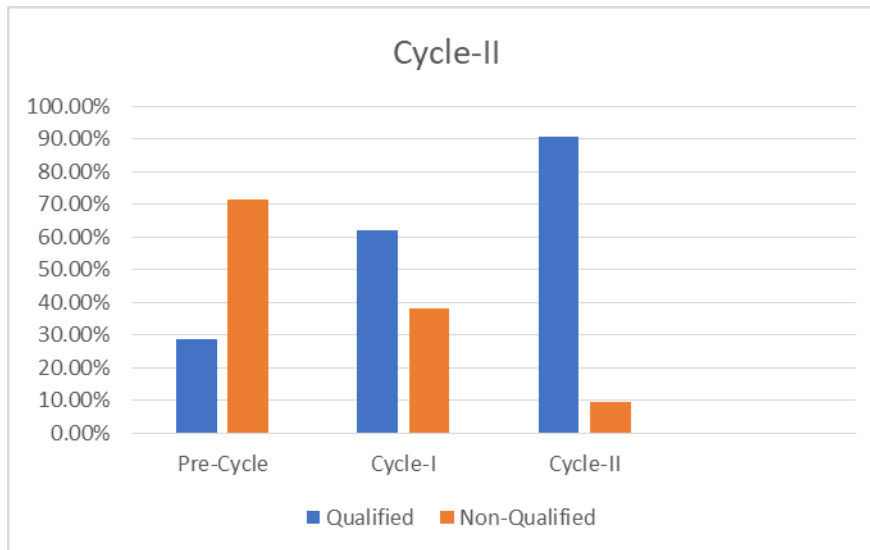
Based on the results of the first cycle test obtained an average score of 74.8. The number of students who reach KKM is only 13 students (61.90%) and students who have not reached KKM as many as 8 students (38.09%). The results of learning the basic motion step patterns show that there are still some students who still have difficulty, especially in performing foot and hand coordination movements. Because in cycle I students have not met the achievement of KKM, which is 75% of completed students, then research continues in cycle II.

3.3 Description of Cycle II

The results of the basic motion test of the step pattern of elementary school grade IV students on cycle II activities are presented in the form of a bar diagram, for more details can be seen in figure 4 below:

Figure.4.

Basic Motion Bar Diagram of Class V Students' Step Patterns In Elementary School In Pretindakan, Cycle I, And Cycle II Activities



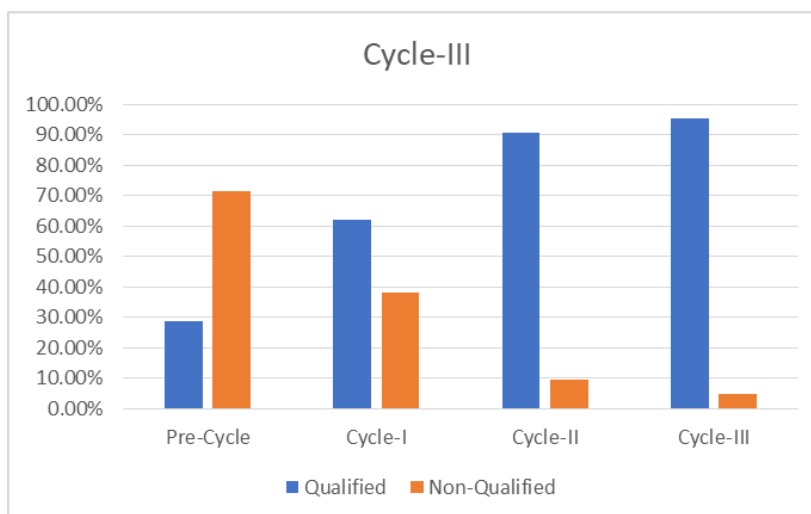
Based on the results of the second cycle test obtained an average score of 77.56. The number of students who reach KKM is only 19 students (90.5%) and students who have not reached KKM as many as 2 students (9.5%). Based on these results, students have fulfilled the achievement of KKM, which is 75% of completed students, so the research is considered successful.

3.4 Description of Cycle III

The results of the basic motion test of the step pattern of elementary school grade IV students in cycle III activities are presented in the form of a bar diagram, for more details can be seen in figure 5 below:

Figure.5.

Basic motion bar diagram of class V student step patterns in elementary school in Pretindakan Activities, Cycle I, Cycle II and cycle III



Based on the results of the third cycle test obtained an average score of 78.47. The number of students who reach KKM is only 20 students (95.23%) and students who have not reached KKM as many as 1 student (4.76%). Based on these results, students have fulfilled the achievement of KKM, which is 75% of completed students, so the research is considered successful.

4. DISCUSSIONS

The results of the research results of the basic motion patterns of elementary school V grade students from pre-action, cycle I, cycle II and cycle III are presented in table 6 below:

Table 6.

Improved Pre-Action Test Results, Cycle I, Cycle II and cycle III

No.	Aspects	Pre-Cycle	Cycle-I	Cycle-II	Cycle-III
1.	Number of values	1505	1571	1629	1648
2.	Average value	71,60	74,80	77,56	78,47
3.	Percentage of completeness	28,57%	61,90%	90,50%	95,23%

In cycle I, learning is carried out by carrying out the basic movement of the step pattern with an audio-visual media approach. This audio-visual media emphasizes the prefix motion, body position, motion feet and hands, and coordination. In this first cycle, the research teacher has carried out learning in accordance with lesson plan, but students still do not understand and cannot do basic movement activities. The results of the discussion and Q&A concluded that students still need to add a detailed description or explanation of each step pattern movement in the video. In the implementation of the action, it turns out that students are not used to drawing conclusions from the activities carried out, at the time of learning the basic movement of step patterns through audio visual media and discussion is also still dominated by one or two students and there are still materials that have not been mastered by student.

In cycle II, basic movement learning of step patterns with an audio-visual media approach in accordance with the reflection in cycle I, the learning process takes place dynamically, pleasing teachers and students to carry out learning with joy because they can understand detailed and interesting movements in the video. Students actively carry out basic movement activities of step patterns and exchange ideas with other students.

In cycle III, basic motion learning is carried out step patterns with an audio-visual media approach in accordance with the reflection in cycle II, the learning process takes place dynamically, pleasing teachers and students to carry out learning actively and creatively because they can understand detailed movements, interesting in video and easy to understand. Students actively carry out basic movement activities of the step pattern, enthusiastic in following learning later in the discussion students exchange ideas with other students. In the implementation of cycle III, it is known that students can already carry out basic movement activities with joy and enthusiasm with an increase in effective activities marked by an increase in student learning outcomes with a completeness reaching 95.47%. Of the number of

elementary school fourth grade students as many as 21 have obtained learning outcome scores above the KKM value limit of 75 in accordance with the 2013 curriculum of grade IV elementary school students.

After conducting action research for 3 cycles and each cycle was tested to obtain the results of learning the basic motion step patterns, the data was obtained as follows: From the results of reflection, it is known that in cycle I students are still hesitant and do not understand the pattern of learning motion and step patterns with audio visual media. The implementation of learning has not been maximized there are still students who do not understand the movements of step patterns, do not pay attention to learning and there are some materials that have not been mastered by some students. Although the teacher has performed his role in accordance with the planning and learning model is appropriate, overall, the learning goals have not been achieved as planned.

From the results of *sharing ideas* with collaborators about the implementation of the learning process and learning outcomes in cycle II obtained the results of reflection: students have begun to get used to learning that uses audio visual media students are more active and creative spirit in the learning process. The research teacher increasingly understands the weaknesses and continues to look for alternatives to the solution of the learning process is in accordance with the RPP and the teacher has performed his role in accordance with the learning model that is determined as a whole the learning goals of the learning objectives have been achieved in accordance with the plan after the action of cycle II which is a reflection of cycle I in cycle II the results of learning movements of the student step pattern has increased to 19 students (90.5%) get a score above KKM limits and there are still 2 students who have not KKM.

From the results of *sharing ideas* from the kolabolator about the implementation of the learning process and learning outcomes obtained from recollection as follows. Learners are familiar with the audio-visual media used in learning. The emergence of interest in something subject is characterized by the presence of a sense of pleasure or interest. It can be said that people who are interested in something then the person will feel happy, then the person will feel happy about the object of interest (Munir et al., 2023). Learners are more passionate about being active and creative in the learning process (Gu, 2012; Nur et al., 2023). Researchers increasingly understand weaknesses and continue to look for alternative solutions. Learning activities become something that is very popular with students because the audio-visual media used by students becomes engrossed in seeing interesting and clear videos so that they are easy to understand (Azizah et al., 2022; Supriadi et al., 2022). From the results of the student's learning test after going through the reflection of cycle I reflection cycle II and cycle III, data obtained the results of learning the basic motion movement of elementary school class IV students increased by marked the completion of students as many as 21 students get grades above KKM.

The attack assessed in the martial arts match is an attack that uses a step pattern, is unobstructed, steady, and powerful, and is composed in good coordination of attack techniques (Bafirman et al., 2023). This is what makes upaya increase the results of learning the basic motion pattern step pattern must be successful well when viewed from the improvement in each cycle that on average achieves completion in each action cycle of increasing the greatest learning outcomes in the third cycle, this happens because students have begun to understand the concept of learning basic motion step patterns with audio visual media students feel happy

in following the learning so that the results. The amount obtained by students increases and the learning process has gone according to plan and got results in accordance with expectations.

From the results of the study, there was 1 student (4.76%) who had not met the KKM limit or had not been completed. This is because at the time of the implementation of the study there was one student who looked less than optimal in following the basic movement learning of step patterns with audio visual media. There are students who are sick at the time of learning, but the student still wants to follow the learning like other friends even though the teacher has warned not to follow the learning. One student is overweight, so at the time of learning does not get maximum results because students have difficulty moving, unlike other students.

The increase in the effectiveness of basic motion learning patterns in audio visual media occurs because in the improvement of learning consequently the author carries out learning improvement activities in the teaching and learning process, among others, as follows: 1) Explain learning materials slowly and use language that is easily understood by students, 2) Using audio visual media because elementary age children are happy with interesting moving images, namely with audio visual media, 3) Proper and interesting media utilization, 4) Implementation of appropriate guidance, 5) Assignments and exercises.

5. CONCLUSIONS

So that from the study, it can be concluded that there is a significant increase in students by using audio-visual modifications to the movement of skills in pencak silat sports. This can be seen from the results of the value in each cycle. So that this research can be used as a reference, especially by educators in providing learning so that it is not relatively monotonous and fun.

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