PROVIDING KIDS ATHLETICS MODEL EXERCISE ACTIVITIES TO IMPROVE MULTILATERAL MOVEMENT SKILLS STUDENT OF SDN MAGETAN 1 DURING THE COVID 19 PANDEMIC

Oleh:
Achmad Maarif Achman[1), Gigih Siantoro[2) ,Abdul Rachman Syam Tuasikal[3)
[1,2,3]Universitas Negeri Surabaya
[1]achmad.17070805044@mhs.unesa.ac.id
[2]gigihsiantoro@unesa.ac.id
[3]abdulrachmansyamtuasikal@unesa.ac.id

Abstrak

Tujuan dalam penelitian ini yaitu untuk mengetahui adanya efektifitas perbedaan peningkatan pada latihan gerak multilateral dengan aktivitas latihan model kids athleticsdan pengaruh terhadap hasil lari bolak-balik, loncat katak dan lari slalom pada pembelajaran siswa PJOK pada masa pandemi covid-19. Metode yang digunakan dalam penelitian ini adalah menggunakan kategori eksperimen dengan jenis penelitian deskriptif kuantitatif. Desain penelitian ini menggunakan desain One Group Pretest-Poestest Design. Variabel bebas yaitu kelompok siswa kelas 4 dan kelas 5 Sekolah Dasar. Variabel terikat yaitu lari bolak-balik, loncat katak, lari slalom dan total dari ketiga variabel tersebut. Pemilihan sampel menggunakan teknik purposive sampling. Sampel penelitian ini berjumlah 40 siswa dimana sejumlah 20 siswa adalah siswa kelas 4 dan 20 siswa adalah kelas 5. Hasil Uji N-Gain skor dalam kelompoklari bolak –balik untuk kelas 4 dengan pemberian aktivitas kids athletic gerak multilateral pada siswa adalah sebesar 54.96% termasuk dalam kategori kurang efektif. Sementara untuk kelas 5 rata-rata N-gain skor dengan perlakuan yang sama yaitu sebesar 81.74 % termasuk dalam kategori efektif. Berikutnya loncat katak untuk kelas 4 dengan pemberian aktivitas kids athletic gerak multilateral pada siswa adalah sebesar 64.18 % termasuk dalam kategori cukup efektif. Sementara untuk kelas 5 rata-rata N-gain skor dengan perlakuan yang sama yaitu sebesar 92.36% termasuk dalam kategori efektif. lari slalom untuk kelas 4 dengan pemberian aktivitas kids athletic gerak multilateral pada siswa adalah sebesar 39.88% termasuk dalam kategori cukup efektif. Sementara untuk kelas 5 rata-rata N-gain skor dengan perlakuan yang sama yaitu sebesar 65.04% termasuk dalam kategori cukup efektif. Berikutnya pada variabel total dari rangkaian gerak kids athletik untuk kelas 4 dengan pemberian gerak multilateral pada siswa adalah sebesar 53.47% termasuk dalam kategori cukup efektif. Sementara untuk kelas 5 rata-rata N-gain skor dengan perlakuan yang sama yaitu sebesar 76.91% termasuk dalam kategori efektif. Dengan demikian hasil keseluruhan rangkaian terdapat adanya peningkatan dari hasil pretest setiap variabel lari bolak balik, loncat katak, lari slalom dan total varibel gerak multilateral dengan rata-rata lebih dari 76 % maka memiliki kategori efektif diberikan terhadap kelompok kelas 5. Berikutnya adalah Uji-T dengan hasil pretes dan postest pada variabel lari bolak-balik, loncat katak, dan lari slalom serta total ketiga variabel tersebut mempunyai nilai signifikansi lebih dari 0.05. Dengan demikian, disimpulkan dari penelitian ini bahwa siswa kelompok kelas 4 dan 5 adanya efektifitas dari hasil pemberian gerak multilateral kids athletic dan adanya pengaruh terhadap efektifitas metode latihan kids athletic pada siswa SD Negeri Magetan 1 di Kabupaten Magetan.

Kata Kunci: Kids Athletic, Gerak Multilateral, Covid 19

1. INTRODUCTION

The implementation of a sports and health physical education program should reflect the characteristics of the physical education program itself, namely "Developmentally Approved Practice" (DAP). This means that the task must be in accordance with the level of development of students who are learning. The appropriate teaching task must be able to better accommodate any changes (Suherman, 2000: 1). The revival of cheerful play activities in children is one of the signs that there is a revolution in athletic sports even though there is no equal distribution of facilities, facilities and infrastructure and not only without any challenges at all. It is an indication of a willingness to revive the basics of fun, athletic passion with various games and modified rules.

Athletics is one of the Physical Education subjects (PJOK) which must be given to students from Elementary School (SD), Junior High School (SLTP), Senior High School (SLTA). This is reinforced by the issuance of the Minister of Education and Culture Decree No. 0413 / U / 87 concerning the Education Curriculum. In fact, learning about sports and health physical education in schools is generally delivered in the form of games and sports. Learning content material should be given in stages and "DAP" so that the main learning objectives can be achieved by students. For this reason, PJOK teachers should have a learning plan which contains knowledge and skills about teaching strategies and structures for improving student learning.Kids athletic is a game created by physical education experts to stimulate

children or motivate children to move like real athletic learning.In young children between the ages of 8-14 years, athletic kid is an alternative to early age athletic learning, this is so that children like athletic learning which has had a heavy impression, requires extra energy and is boring.With children's learning that is fun for children, they will feel that the games played will not feel tired and boring.In addition, the Kids Athletics game has an element of challenge, where there is an element of competition by opponents or friends who play.Thus the Kids Athletics game can be played in an open field or for schools that have large or narrow yards.

Various efforts have been implemented by the government to reduce and even break the chain of Covid-19 infection, one of which is by holding policy outreach, such as maintaining a safe distance from each other at least 2 meters, wearing a mask when leaving the house and regularly maintaining personal hygiene. But there are still many people who do not respond to government policies well, for example the government has closed schools since March 16, 2020 and has implemented a policy of working at home. As long as the children are at home, it is hoped that the children can stay at home during the Covid-19 pandemic.

According to interviews conducted by the author of several teachers during the KKG meeting forum for PJOK teachers, many students tended to feel bored because learning was carried out by distance learning (PJJ). Therefore, the author raises the problem of multilateral motion that children can do at home with equipment or a place that can be modified to a minimum at home. Based on the above problems, it is necessary to have active learning in the form of simple games, given the Covid-19 pandemic, where face-to-face learning is not allowed.

Based on the above problems, it is necessary to have active learning in the form of simple games that can explain to students the benefits of the games that are given. To find out to what extent the effectiveness of students carrying out PJOK learning on locomotor basic motion material and having locomotor motion learning reasoning with a game model, the researchers conducted a study entitled "Providing Kids Athletics Model Exercise Activities to Improve Multilateral Motion in Students of SDN Magetan 1 in Magetan Regency" .

2. RESEARCH METHODS
A. Types and Research Design
1. Research Types

Maksum (2018) explains that this type of research uses an experimental category with a quantitative descriptive type of research that emphasizes external validity. Researchers in this case do not manipulate and only provide treatment to the subject to test the effectiveness of the multilateral movement of the learning process to be effective, more active and communicative. Especially during the Covid-19 pandemic, which requires every educator to be more creative and innovative in filling learning at home. Especially with only distance learning, the researchers tried to create a learning atmosphere with simple facilities, which might be from used materials and modifications according to their respective home environments. Whereas for the teacher, it is a means of helping learning so that students are more active and fulfill the adequacy of movement to increase multilateral motion in students of magetan 1 in learning PJOK.

2. Research Design

Maksum (2018) explains that the design of this study uses an experimental design, namely the One Group Pretest-Postest Design, because in this design there is no control group, and the subject is not randomly placed. Therefore, the advantage of this design is that it does the pretest and posttest so that it can be ascertained the difference in results due to the treatment given.

T1	X	T2

Information:
T1: Pretest treatment (initial test) on students
X: Experiment group (Elementary School students)
T2: Postest treatment (final test) on students
a. Prepare a filling instrument for each student by providing multilateral motion learning
b. Performing the test (T1) in stages in the experimental group / students (X) who are taking multilateral motion learning.
c. Performing the test (T2) in stages in the experimental group / students (X) who are taking multilateral motion learning.
d. Analyze research results through respondents in the research instrument.
e. Conclude and recommend research results (compile research reports).

3. Research Subjects

The subject of this development research is at SDN Magetan 1 in Magetan sub-district. By using props in accordance with the provisions or simple tools at home. Given a pandemic like this, students are required to carry out learning from home or distance learning. Another supportive factor is the existence of teaching teachers who still have problems or difficulties in innovating or designing the development of multilateral mobile learning for elementary school students.

B. Place and Time of Research

The implementation of this research was carried out at SDN Magetan 1 school with gradual distribution of groups and sessions because it was still the Covid-19 pandemic period. As for the implementation, using the simplest possible tools,

which may be used goods or items that are not used.

The time needed to conduct this research is approximately 4 weeks.

C. Population and Research Sample

1. Population

Population according to Maksum (2018) is the entire subject or object intended to be researched. The population of this study were students at SD Negeri Magetan 1.

2. Samples

The sample is part of the population that has the same characteristics and characteristics, Maksum (2018). The sample of this research is a group of students who are selected in a total of 40 students. This research uses purposive sampling technique. Where is the sampling technique whose characteristic characteristics are known in advance based on the nature of the population, so that researchers can determine their own sample size according to the research objectives.

D. Research variables

Variable is a multi-conceptual measure. Maksum (2018) explains that the research variables can be classified into bebasii and bound variables. The independent variable is the influencing variable, while the dependent variable is the influenced variable. Based on the description, the research variables include:

a. Independent variable: groups of SD Negeri Magetan 1 grade 4 and 5 students.

b. Bound variables: Provision of kids athletics model training activities to improve multilateral movement skills to students at magetan 1 during the Covid -19 pandemic, namely 1) running back and forth / kangas escape, 2) jumping frogs, 3) slalom running / formula 1

E. Data Collection Techniques

The instrument used in this study was formative class education (FCE). FCE is a research instrument to determine the quality of the learning process in the PJOK class in terms of student opinion (Wijaya and Astono, 2006: 13 in Bayu).

Normative Motion Conformity:

4: Perfectly fits

3: In accordance

2: Doesn't match

1: Very Unsuitable

F. Data Analysis Techniques

According to Sugiyono (2013: 335) data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing, compiling into patterns, choose which ones are important and what will be studied, and make conclusions so that they are easily understood by oneself and others. Many types of statistical analysis techniques can be selected for analyzing data. This situation requires the author to

understand well the objectives, requirements, and application procedures of each of these data analysis techniques (Winarno, 2011: 152).

The data that has been obtained, first performed a statistical analysis using parametric. The data prerequisite test is normality and homogeneity test with the help of SPSS for windows. T-test to analyze the conclusions of the pretest and posttest results. Following are the steps for testing the data prerequisites:

a. Normality test, aims to ensure the data obtained is normally distributed or not. This normality test was carried out by Shapiro-Wilk, Maksum (2018). Determination of normal and whether or not the distribution of data is by comparing the significant results of data calculations with the significance level of data calculations with a significant level of 0.05. If the significance level in the statistical test is greater than 0.05, the data is declared to be normally distributed.

b. b) Homogeneity test, intended to determine whether the collected data is homogeneous or not. This test uses Lavene's Test (Maksum, 2012). If the lavene statistical value is> 0.05, the data has a homogeneous variant.

c. T-Test for Similar Samples

Similar samples meant that the distribution of the data being compared came from the same subject group, namely students of SDN Magetan 1. Researchers analyzed the differences between the pretest and posttest results in certain groups. Then the formula used is as follows.

d. N-Gain Score

This analysis is to determine the effectiveness of using a method or treatment in research by calculating the difference between the results of the One Group Pretest-Postest Design. The categories for the interpretation of the effectiveness of N-Gain are as follows.

3. RESULTS AND DISCUSSIONS

This chapter will present a description of the research that has been carried out, the overall data collected includes the results of a learning questionnaire with an assessment instrument regarding the provision of training activities with the kids athletics model to improve multilateral movement skills in students of SDN Magetan 1 during the Covid -19 pandemic. This research was conducted on students of SDN Magetan 1, namely grade 5 and grade 4 with a total of 40 students (the number of 19 students is a group of class 5 and grade 4 totaling 21 students) which are divided into 3 groups and further divided into sub groups of 5 students in each group. the implementation model resembles the circuit training method. Based on the research design, the research data obtained for each sub-group includes: Group I Kangas Escape / Running Back and forth, Group II Jumping Frogs, Group III Slalom Running / Formula 1. All of these

data will be analyzed using descriptive statistics using SPSS version 25.0.

The data analysis was carried out in two stages, namely, 1) the prerequisite test for the hypothesis using the normality test and the homogeneity test, and 2) the data analysis using the T-test by comparing the results of the pretest and posttest that the researcher did. The purpose of this study is to determine the effectiveness of providing training activities with the kids athletics model to improve multilateral movement skills in student learning at SDN Magetan 1. The following are the results of the study with a discussion of supporting theories in this study.

A. Hypothesis Prerequisite Test

1. Normality Test of Pretest Results

Before testing the research hypothesis, there are two conditions that must be done, namely the data for each variable must be normally distributed and the data must be homogeneous. Therefore, the normality test is carried out then followed by the homogeneity test first.

To find out whether the data is normally distributed or not, the normality test is carried out using the Shapiro-Wilk test. The basis for decision making is as follows.

After the normality test on the Kids Athletics model training variable with sub indicators, among others: running back and forth, jumping frogs and running slalom, it was produced that the significance value with Shaphiro Wilk was 0.842 and 0.680 so that all data on these variables were normally distributed, and continued to homogeneity test.

Homogeneity Test of Pretest Results

The homogeneity test is used to determine the similarity between the variants of two different or similar groups. Homogeneity test using Lavene's Test. The basis for decision making is as follows.

After the homogeneity of variance test on the Kids Athletics model training variable with sub indicators, among others: running back and forth of 0.939 with a significance of 0.380, jumping frogs of 0.447 with a significance of 0.508 and slalom running of 0.727 with a significance of 0.399, the result is that the Lavene Statistic value of kids model training athletics pretest of 0.788 and a significance value of 0.380, thus all the assumptions of the T-test data are fulfilled because the data on these variables are homogeneous or similar.

2. Normality Test of Posttest Results

Before testing the research hypothesis, there are two conditions that must be done, namely the data for each variable must be normally distributed and the data must be homogeneous. Therefore, the normality test is carried out then followed by the homogeneity test first.

After the normality test on the Kids Athletics model training variable with sub indicators, among

others: running back and forth, frog jumping and slalom running, it was produced that the significance value with the Kolmogorov-Smirnov was 0.022 and 0.049 so that all data on these variables were normally distributed, and continued. to the homogeneity test.

3. Homogeneity Test of Posttest Results

The homogeneity test is used to determine the similarity between the variants of two different or similar groups. Homogeneity test using Lavene's Test. The basis for decision making is as follows.

After the homogeneity of variance test on the Kids Athletics model training variable with sub indicators, among others: running back and forth of 2.479, jumping frogs of 1.805 and slalom running of 4.500, the results showed that the Lavene Statistic value was 1.667 and the significance value was 0.204. Thus all the assumptions of the T-Test data are fulfilled because the data on these variables are homogeneous. Then it will be continued in the N-gain score to calculate the difference between the pretest and posttest scores.

B. N Gain Score

Where the analysis is to determine the effectiveness of using a method or treatment in research by calculating the difference between the results of the One Group Pretest-Postest Design.

The results of the N-Gain calculation show that the average N-Gain score of running back and forth for grade 4 with the provision of multilateral kids athletic activity to students is 54.96%, including in the less effective category. While for class 5 the average N-gain score with the same treatment is 81.74%, including in the effective category. Next, jumping frogs for grade 4 with the provision of kids athletic activity with multilateral motion to students was 64.18%, including in the fairly effective category. Meanwhile, for class 5 the average N-gain score with the same treatment is 92.36%, including in the effective category.

Next, the slalom run for grade 4 with the provision of kids athletic activity for multilateral movements to the students was 39.88%, including in the fairly effective category. Meanwhile, for class 5 the average N-gain score with the same treatment is 65.04%, including in the quite effective category. Next, the total variable of the kidsathletic movement for grade 4 with the provision of multilateral motion to students was 53.47%, including in the fairly effective category. While for class 5 the average N-gain score with the same treatment is 76.91%, including in the effective category. Thus the results of the whole series there is an increase in the results of the pretest of each variable running back and forth, frog jumping, slalom running and total multilateral motion variables with an average of more than 76%, so it has an effective category given to the class 5 group.

C. T – Test

1. Variable T-Test Running Back and forth

Analysis of the paired sample t-test was used to determine whether there was a significant effect of the multilateral athletic movement of kids that had been done. Based on the results of the prerequisite tests that have been carried out in the previous discussions, it is known that the data from all variables have a normal distribution and have the same or homogeneous variants. So, after knowing the normal and homogeneous data, the next statistical test used is the parametric statistical test analysis. In calculating the analysis this time only gives two groups of classes 4 and 4 with the same or similar variables. This is because there is no control group because it uses the One Group Pretest-Posttest Design using the Paired Sample T-Test. Furthermore, the results of the analysis of the effects of giving athletic kids learning multilateral motion are given to the respondents.

There are four (4) variables in this study that will be used to analyze or measure the level of influence of the treatment given to the sample. The following are the variables running back and forth from multilateral motion, then further data will be described through analysis as a basis for decision making as follows.

After paired sample statistics on the Kids Atletics model exercise variable with sub indicators, including: back and forth, frog jumping and slalom running, the result is that the mean value of the pretest results is 22.00, so it is greater than the distribution of the standard deviation value of 7,776, so that the distribution of the value of each indicator the good one. The posttest result is 30.70, so it is bigger than the standard deviation value distribution of 5.426, so that the value distribution of each indicator is good. Thus it can be concluded that the results of the prestest and posttest on the back and forth running variable increased the effectiveness of multilateral motion learning by giving kids athletics to elementary school students in grades 4 and 5.

After the t-test of paired sample statistics on the exercise variables of the Kids Athletics model with sub indicators, including: back and forth, frog jumping and slalom running, the results of the pretest and posttest have significant values, namely 0.000, which is less than 0.05, thus it can be concluded that learning motion multilateral exercise has an influence on the effectiveness of kids athletic training methods for students of SD Negeri Magetan 1.

2. Variable T-Test for Jumping Frogs

After paired sample statistics on the Kids Atletics model exercise variable with the frog jumping sub indicator, it was produced that the pretest mean value was 18.40, so it was greater than the distribution of the standard deviation value of 7,063, so the value distribution of each indicator was good. The posttest result is 24.58, so it is

greater than the distribution of the standard deviation value of 3,816, so the value distribution of each indicator is good. Thus, the results of the prestest and posttest on the frog jumping variable showed an increase in the pretest and posttest results on the effectiveness of multilateral motion learning by giving kids athletic to elementary school students in grades 4 and 5.

After the t-test of paired sample statistics on the exercise variable of the kids athletics model with the slalom running sub-indicator, the results of the pretest and posttest were significant, namely 0.000 which was less than 0.05, thus it can be concluded that multilateral motion learning on the frog jumping variable has an influence on the effectiveness of the method athletic kids training for students of SD Negeri Magetan 1.

3. T-Test for Slalom Running Variables

After paired sample statistics on the Kids Athletics model exercise variable with the slalom running sub indicator, the pretest result average value is 24.70, so it is greater than the distribution of the standard deviation value of 8,284, so the value distribution of each indicator is good. The posttest result is 29.08, so it is bigger than the standard deviation value distribution of 6,474, so that the value distribution of each indicator is good. Thus, the results of the prestest and posttest on the slalom running variable showed an increase in the pretest and posttest results on the effectiveness of multilateral motion learning by giving kids athletic to elementary school students in grade 4 and 5 groups.

After the t-test of paired sample statistics on the exercise variable of the kids athletics model with the slalom running sub indicator, the results of the pretest and posttest have a significant value of 0.000 which is less than 0.05, thus it can be concluded that multilateral motion learning on the slalom running variable has an influence on the effectiveness of the training method. kids athletic for students of SD Negeri Magetan 1.

4. T-Test for Multilateral Kids Athletic Total Motion Variable

Analysis of the paired sample t-test was used to determine whether there was a significant effect of giving multilateral athletic kids motion, which was the result of the number of back and forth running, frog jumping, and slalom running that had been done. Based on the results of the prerequisite tests that have been carried out in the previous discussions, it is known that the data from all variables have a normal distribution and have the same or homogeneous variants. So, after knowing the normal and homogeneous data, the next statistical test used is the parametric statistical test analysis. In calculating the analysis this time only gives two groups of classes 4 and 4 with the same or similar variables. This is because there is no control group because it uses the One Group

Pretest-Posttest Design by using the Paired Sample T-Test. Furthermore, the results of the analysis of the effects of giving athletic kids learning multilateral motion are given to the respondents.

after paired sample statistics on the variable motion exercise multilateral Kids Athletics model, the result is that the mean value of the pretest results is 65.10, so it is greater than the distribution of the standard deviation value of 21,167, so the value distribution of each indicator is good. The posttest result is 84.35, so it is greater than the distribution of the standard deviation value of 13,861, so that the value distribution of each indicator is good. Thus it can be concluded that the results of the prestest and posttest on the multilateral exercise motion variable in the Kids Athletics model have an increase in the effectiveness of multilateral motion learning by giving kids athletic to elementary school students in grades 4 and 5.

After the t-test of paired sample statistics on the Kids Athletics model exercise variable with sub-indicators, including: back and forth, frog jumping and slalom running, the results of the pretest and posttest are significant, namely 0.000, which is less than 0.05, thus it can be concluded that overall the provision of multilateral motion learning has a very significant effect on the effectiveness of the athletic kids training method for students of SD Negeri Magetan 1.

4. CONCLUSION

The results of the research on the effect of giving multilateral exercise training on kids athletic learning, based on the discussion of the research results in the previous chapter, the following conclusions were obtained:
a. There is a significant difference in effect in terms of the efficiency of movement of the multilateral kids athletic group in grade 5 compared to grade 4 at the primary school level.
b. There is a significant difference between the pretest and posttest results on multilateral kids athletic exercise with back and forth running, frog jumping and slalom running sub variables, so that there is an effectiveness level in multilateral motion learning using kids athletic for elementary school students in Magetan 1 .

5. SUGGESTION

Here are some suggestions from the author after getting the results of the research conducted:
a. For Students

This research can be a provision for experience for students so that later they can find out and develop the potential of their motoric movements to foster a future to achieve positive and better sports achievements. In addition, by understanding and being able to apply it in

students' daily lives, it is hoped that they will be more motivated to identify themselves and motivated to believe in providing the ability to achieve a goal, namely success.
b. To teachers physical education and sports

This research can be used as a reference material for PJOK teachers in elementary schools to always be able to provide basic knowledge and skills and mental strength to students to always practice, play, and learn with discipline. As well as providing an understanding of the initial concept of multilateral motion learning objectives to emphasize more on good character values, namely social values and self-discipline.
c. To the next researcher

Because the current situation of the Covid-19 outbreak does not allow researchers to provide a multilateral motion training program training treatment with the kids athletic model to the sample, further research is needed on the application of athletic training and training programs in elementary schools and even kindergartens. -children with the formation of values character development play and social. with the target not only in extracurricular activities but also towards sports organizations for athletic achievement by making athletics in students' basic learning to grow and develop children's motor skills from an early age for long-term achievement.

6. REFERENCES

Adang Suherman. (2000), *Dasar-dasar Penjaskes.* Jakarta : Depdikbud Direktorat. Jenderal Pendidikan Nasional Bagian Proyek Penataran Guru.

Ambara, I.K.A Widia (2011). *Perbandingan Pengaruh Metode Latihan Acceleration Sprint, Hollow Sprint, dan Repetion Sprint Terhadap Peningkatan Prestasi Lari 100 meter Ditinjau Dari Kekuatan Otot Tungkai.* Tesis. Surakarta : Program Pascasarjana Sebelas Maret.

Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta.

Budiwanto, S. (2012). *Metodologi Latihan Olahraga*. Malang.UM Press

Bompa, T.O & Haff, G.G (2009). *Periodization : Theory and Methodology Of Training* . USA : Human Kinetics.

Bompa, T.O & Carrera, M. (2015). *Conditioning Young Athlete*.

Breslin, Gavin Et al.2012. *The Effect of Teacher Trained in a Fundamental Movement Skills Programme on Childreen's Self-Perceptions and Mortor Competence.* European Physical Education Review. Vol.18(1) 114-126.

BSNP. 2006. *Pendidikan Jasmani Olahraga Kesehatan*, Jakarta : Departemen Pendidikan Nasional.

Bukowsky, Michael.et al. 2014. *Fundamental Integrative Training (FIT) for Physical Education Journal of Physical Education, Recreation & dance.* (2014) Vol. 85 (6),pp 23-29

Burgeson, Charlence R. 2011. *"Status of Physical Education in the US"*. Slide presented at PCFSN Meeting of National Association for Sport and Physical Education (NASPE), America, May 10, 2011.

Cojocariu, V.-M., & Boghian, I. (2014). Teaching the Relevance of Game-based Learning to Preschool and Primary Teachers. *Procedia - Social and Behavioral Sciences*, *142*, 640–646.

Dawes, J &Roozen , M. (2012) *Developing Agility and Quickness*. National Strength and Conditioning Association.

Daryanto, 2013. *Pendekatan Pembelajaran Saintifik Kurikulum 2013*. Yogyakarta : gava Media.

Dauer. V.P. and Pangrazi, R.P. 1980. *Dynamic Physical Education for Elementary School Childreen*.USA : Mac- millan Publishing Company.

Department of Education and Early Childhood Development. 2009. *'Improving School Sport and Physical Education in Your School"*.Melbourne : State of Victoria.

Derri, V And Pachta , M. 2007. *Motor Skills and Concept Acquisition and Retention : a Comparison Between Two Style of Teaching* . International Journal of Sport Science (2007) Vol.3 (9), pp 37-47..

Deuster , P.A. dkk. (2013). *" Effect of Aerobic circuit training and parcours training on selected physiological variable among college men student"*. Journal International , Vol.11,1 PP 149-151.

Djumindar, 2006. *Dasar-dasar Atletik. Jakarta* : Universitas Terbuka

Drost, Daniel K. And Todorovich, John 2013. *Enhacing Cognitive Understanding To Improve Fundamental Movement Skills.* Journal Of Physical Education , Recreation and Dance. Vol.84(4), pp 54-59.

Fadillah , M. 2014. *Implementasi Kurikulum 2013*. Yogyakarta : ar-Ruzz Media.

Febrianti, Rima.2013. *Pengembangan Materi Atletik Melalui Permainan Atletik "Three in One"* Untuk Siswa SD Kelas V. Journal of Physical Education and Sports (2013) Vol.2 (1), pp 193-199.

Fisher, K., Hirsh-Pasek, K .,Golinkoff, R. M., Singer, D., & Berk, L. E. (2010). Playing around in school: Implications for learning and educational policy. In A. Pellegrini (Ed.), The Oxford handbook of play. NY: Oxford University Press, 341-363.

Furqon, M.2006. *Mendidik Anak Dengan Bermain*., Surakarta :USM.

Gevat, C &Taskin , H. (2012). " *The Effect of 8-week speed training program on the acceleration ability and maximum speed running at 11 years athlete"*Coll.Antropol .36 (2012) 3 : 951-958.

Govinda , R.I & Kumar , V.K.(2015). " *Effect of Uphill & Downhill Sprinting and Sled Sprinting on Acceleration Speed and Maximum Speed of 13-14 Years Boys"*. International Journal of Physical Education , Sports and Health. 2015 :2(1) : 150-152.

Gunnar , E.M. (2014). "*Effect of High speed and plyometric training for 13 years old male soccer players on acceleration and agility performance "* lase journal of sport science.2014/5/2/3.

Gozzoli, C., Locatelli, E., Massing, D., & Wangemann, B. (2006). *Iaaf Kid ' S Athletics*.

Hartati, W.R.Dkk. (2014) "The Effect Of Combination Zig-zag Drill Practice Forard The Agility Of Ssb Yapora Pratama U-12 Pekanbaru Player. Journal Online Mahasiswa.

Hartono, dkk.2013. *Pendidikan Jasmani (Sebuah Pengantar)*.Surabaya : Unesa University Press.

Hernawan, 2013. *Model Pembelajaran Olahraga Rekreasi*. Jurnal IPTEK Olahraga. Vol.15 No.2 192 – 211 Mei – Agustus.

Hidayat, S. (2014). *Pelatihan Olahraga* : Teori dan Metodologi . Yogyakarta Graha Ilmu.

I Made , R.S. (2016) *" Pengaruh Latihan Acceleration Sprint dan In-Out Sprint dan terhadap kecepatan dan kelincahan*. Tesis. Surabaya : Program Pascasarjana Unesa.

I Nym S. D.U, dkk (2014) *" Pengaruh pelatihan modifikasi zig-zag run trhdp peningktana kecepatan dan kelincahan pada siswa putra peserta ekstrakurikuler sepak bola SMA PGRI 1 Amlapura tahun ajaran 2013/2014."* E journal IKOR Universitas Pendidikan ganesha Jurusan Ilmu Keolahragaan . Vol.1.

Johnson, P. &Bujjibabu , M. (2012). *Effect of Plyometric and Sped Agility of Male Football Players. Asian Journal of Phsycal Education and Computer Science in Sport* .Volume .7 No.1 pp 26-30.

Kusnanik N.W.,dkk. (2011). *Dasar-dasar Fisiologi Olahraga*, Surabaya : Unesa University Press

Lubis, J. (2013) *Panduan Praktis Penyusunan Program Latihan* .Jakarta : PT raja Grafindo Persada.

Mahardika, I.S.2014. *Evaluasi Pengajaran*. Surabaya : University Press.

Maksum, Ali. (2012) *Metodologi Penelitian dalam Olahraga*. Surabaya : Unesa University Press.

Manikandan, S. (2014) " *Efficacy Of Acceleration Sprint Training On Speed Performance Of Inter Collegiate Athletes". Asian Journal Of Phisycal Education and Computer Science In Sports.*Vol.11.No.1pp.4-5.

Martin Buchehit & Paul B. Laursen. (2013). "*High Intensity Interval Training , Solution to the Programing Puzzle, Journl Sport Medicine ",* Volume 43, Issue 5, pp 313-338.

Maria, A.M.V. dkk. (2015)*" Effect of Sled Towing on Peak Force, the Rate of Force Development and Sprint Performance During the Accleration Phase ".* Journal Of Human Kinetics . J.Hum Kinet. 2015 Jun 27: 46 :139-148.

Morozkina, A., & Sabelnikova, E. (2017). Education systems and Multilateral Development Banks: International practices and perspectives. *International Organisations Research Journal*, *12*(1), 24–42. https://doi.org/10.17323/1996-7845-2017-01-24

Mylsidayu, A. & Kurniawan, F. (2015*). Ilmu Kepelatihan dasar*. Bandung : Alfabeta.

Nala, N. (2011). *Prinsip Pelatihan Fisik Olahraga*. Denpasar : universitas Udayana.

Nagarajan, dkk. (2013). " *Effect Of Aerobic Circuit Training On Selected Physiological Variables Among College Men Student.*"Journal International, Vol.11,1.pp 149-151.

Nurhasan. (2011). *Menjaga Kebugaran Jasmani*. Gresik Jawa timur : Abi Pustaka.

National Association for Sport and Physical Education. 2011. *" Physical Education is Critical to Educating the Whole Child"*. United States : Association Drive Reston, diunduh pada 20 Agustus 2020 pukul 21.24 WIB.

Pascasarjana. P.2014. *Pedoman Penulisan Tesis dan Disertasi Program Pasca Sarjana UNESA*. Surabaya. : Universitas Negeri Surabaya.

Paturusi, A. 2012. *Manajemen Pendidikan Jasmani dan Olahraga*. Jakarta : Rineka Cipta.

Permendiknas No. 17 tahun 2010, Depdikbud. (2010). *Tentang Pengelolaan dan Penyelenggaraan Pendidikan.*Jakarta : Depdikbud.

Permendiknas No. 22 Tahun 2006 *Tentang Standar Isi Pendidikan*.

Rahayu, E.T. 2013. *Strategi Pembelajaran Pendidikan Jasmani : Implementasi pada Pembelajaran Pendidikan Jasmani, Olahraga dan Kesehatan,* Bandung : Alfabeta.

Ratames, N. (2012). ACSM's Foundation of Strength Training ad Conditioning . USA :*American College of Sport Medicine.*

Roesdiyanto & Budiwanto, S. (2008). *Dasar-dasar Kepelatihan Olahraga*. Malang Laboratorium Ilmu Keolahragaan , Jurusan Ilmu Keolahragaan Universitas Negeri Malang.

Rosdiani, Dini.2013. *Perencanaan Pembelajaran dalam Pendidikan Jasmani dan Kesehatan*, Bandung : Alfabeta.

Rukmana, Anin. 2008. *Pembelajaran Pendidikan Jasmani di Sekolah Dasar*. Jurnal Pendidikan Dasar. Vol.1 Nomor 9 1-9.

Rumini,S. Dkk. (2012). *" Pengaruh Metode Latihan , Bentuk Latihan Kecepatan dan Kelincahan Terhadap prestasi Lari 100 meter "* Journal Medi Ilmu Keolahragan Indonesia, Vol.2.

Rusli Lutan. 1988. *Belajar Keterampilan Motorik . Pengantar Teori dan Metode* Jakarta : Dirjen Dikti Depdikbud.

Sartinah.2008. *Peran Pendidikan Jasmani Olahraga Dan Kesehatan dalam Perkembangan Gerak dan Keterampilan Sosial Siswa Sekolah Dasar*, Jurnal Pendidikan Jasmani Indonesia. Vol. 5 (2), pp. 62-67.

Sidik, D.Z.(2010*). Mengajar dan Melatih Atletik*. PT. Remaja Rosdakarya.

Sucharita , B.S. dkk. (2014) " *Effectivenness of Plyometric Training on Anaerobic power and agility in femal badminton players ".International journal of Pharmaceutical Research and Bio Science*. ISSN:2277-8713, Volume 3 No 4.pp 754-761.

Sudjiono, Anas. 2001. *Pengantar Evaluasi Pendidikan*. Jakarta : Raja Grafindo Persada.

Sugiyanto & Sudjarwo, 1994, *Perkembangan Gerak dan Belajar Gerak* , Jakarta : Depdikbud.

Sugiyono, (2011). *Metode Penelitian Kuantitatif , Kualitatif dan R &D* . Bandung : Alfabeta.

Sporis, G. Dkk. (2011). *Correlation Between Speed, Agility and Quickness (SAQ) in Elite Young Soccer Players.* Acta Kinesiologica.5.2 : 36-41.

Sukadiyanto & Mulk, D. (2011). *Pengantar Teori dan Metodologi Melatih Fisik*. Bandung : CV. Lubuk Agung

Suprayitno, Nasution, U., Sunarno, A., & Kasih, I. (2020). *Aquatic Sport Learning Through Multilateral Approaches*. *23*(UnICoSS 2019), 105–109. https://doi.org/10.2991/ahsr.k.200305.032

Suroto.2005. *Examining The Relationship Among Student' Physical Acivity Level, Student ' Learning Behaviors, and Student 'Formative Class Evaluation During*

*Elementary School Physical Education Classess.*Disertation , Doctoral Program of Health and Sport Science. University of Tsukuba.

Tangkudung, J. & Puspitorini, W. (2012). *Kepelatihan Olahraga* : Pembinaan Prestasi edisi II. Jakarta : Cerdas Jaya.

Trianto. 2013. *.Mendesain Model Pembelajaran Inovatif-Progresif.* Jakarta : Kencana Prenada Medi Group.

Vallimurugan, V. & Paul V. (2012). *Effect of SAQ Training On Selected Phyisical Fitness Parameter og Men Football Players.International Journal of Advanted and Innovation Research* .ISSN : 2278-7844. Volume 1, Issue 2, July 2012.

Vandaele, Bart.2011. *Mastery of Fundamental Movement Skill Among 6-year-old Flemish pre – school Childreen.* Belgium : Journal of European Physical Education (2011) Vl. 17 (1), pp 3-17.

Widodo, (2010). *Uji Ksesuaian Tes Kecepatan Lari Dan Kelincahan bagi Anak Sekolah Dasar Kelas Lanjut (Usia 9-12 Tahun).* Pusat Penelitin Kebijakan , Badan Penelitian dan Pengembangan Kementrian Pendidikan dan Kebudayaan.

Widodo, S. (2018). *Application of Athletic Learning Models Based on Multilateral Development to Increase Motor Ability in Primary School Students. 247*(Iset), 465–469. https://doi.org/10.2991/iset-18.2018.93

Wijaya, Made Agus dan Astono. 2006. *Hibah Penelitian Asisten Deputi Olahraga Pendidikan Deputi Bidang Pemberdayaan Olahraga Kementrian Pemuda dan Olahraga Republik Indonesia. (laporan akhir)*Surabaya : Unesa Pasca Sarjana Prodi Pendidikan Olahraga.

Winarno, M.E. 2011. *Metodologi Penelitian Dalam Pendidikan Jasmani* .Malang : Media Cakrawala Utama Press.

UU RI No. 20 Tahun 2003.2006. *Standar Nasional Pendidikan* .Jakarta : Asa Mandiri.