

The Influence of Learning Methods and Learning Motivation on the Learning Outcomes of Basketball

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Abstract: The aim of this study was to investigate the impact of learning methods and motivation on basketball performance outcomes among eighth-grade students at SMP Negeri 07 Mukomuko. The research employed a quasi-experimental design to evaluate student motivation using descriptive and qualitative analysis, while basketball performance was assessed through quantitative analysis. The study population included 109 students enrolled in basketball classes at SMP Negeri 07 Mukomuko. The sample was 43 students. Data on learning motivation were gathered through questionnaires, and skill tests were used to evaluate learning outcomes. Data analysis was conducted using two-way analysis of variance (ANOVA) and the *Tukey* test. Prior to performing variance analysis, prerequisite tests were conducted to check for normality using the *Lilliefors* test and variance homogeneity using the *Bartlett* test, with a significance level set at $\alpha = 0.05$. The results state that the inquiry teaching learning method is more effective in improving basketball playing skills than the peer teaching learning method. The group with a high level of motivation had better basketball playing skills compared to the group with a low level of motivation. There is an interaction between learning methods and learning motivation on improving basketball playing skills.

Keywords: Basketball, Learning Methods, Learning Motivation, Learning Outcomes

A. Introduction

As time goes by, sports continue to develop and have become something that cannot be separated from people's lives (Andreas et al., 2019). Sports activities can be carried out according to their wishes, whether by children, adolescents, adults, the elderly, and regardless of gender (Gill & Charlie, 2006). Sport has become something that is considered important at this time, because by exercising it will improve human quality both physically and spiritually. This is explained in the Law of the Republic of Indonesia (UU RI) No. 3 of (2005) Article 4 concerning the National Sports System. National sport aims to maintain and improve health and fitness, achievement, human quality, instill moral values and noble character, sportsmanship, discipline, strengthen and foster national unity, strengthen national

resilience, and elevate the dignity and honor of the nation. To achieve educational goals in accordance with the basic competencies of educators, competent teachers are needed to realize what the government expects in accordance with the basic competencies of educators.

Teachers who are competent and able to convey learning materials effectively will significantly impact students' ability to absorb and understand the material, which will serve as valuable preparation for their future roles as educators later. Effective teaching not only involves presenting information clearly but also engaging students in ways that enhance their comprehension and retention. Competent teachers use various strategies to ensure that students grasp the concepts thoroughly, which helps build a strong foundation for their professional development as educators. This preparation is crucial as it equips future teachers with the skills and knowledge necessary to effectively teach and inspire their own students.

Basketball is a complex sport characterized by invasion or mutual attack, played by teams of five players each. In this dynamic game, two teams compete to score points by shooting the ball into the opponent's basket while simultaneously defending their own basket to prevent the opposing team from scoring. The game involves strategic movements, teamwork, and skillful play, making it both engaging and challenging. The acquisition of points in a basketball game can be substantial, often reaching up to one hundred or more, which contributes to the excitement and entertainment value of the sport. This high scoring potential, combined with the fast-paced nature of the game, ensures that basketball remains a highly enjoyable sport to watch, providing continuous action and preventing the game from becoming monotonous or dull. The blend of strategy, athleticism, and teamwork in basketball makes it a compelling sport that captures the interest of players and spectators alike.

To improve basketball learning outcomes is determined by the facilities and infrastructure available, whether they are adequate or not (Prajwalit, 2019). Facilities and infrastructure greatly affect the development of student basketball learning outcomes during the learning process (Yunita et al., 2024). The most basic thing is how the field conditions are. A good basketball court is a flat court, standard basketball hoop, and has a good drainage system. One of the most important aspects of a good basketball court is the quality of the playing surface. The surface should be smooth and level, free of any cracks or bumps that could cause players to trip or injure themselves. Additionally, the surface should provide good traction to prevent slipping and sliding during game play. Another key component of a good basketball court is the placement and quality of the hoops. The hoops should be regulation height and securely attached to the backboard to ensure fair and accurate gameplay.

Additionally, the backboards should be durable and provide a clear, unobstructed view of the basket for players. Overall, a well-maintained and properly designed

basketball court is essential for players to perform at their best and enjoy the game to its fullest potential (Cole, 2023). Furthermore, the infrastructure needed such as how many balls are available can affect the smoothness and quality during learning. A flat court surface, standard basketball hoop, and good drainage system are crucial elements in creating a high-quality basketball court that enhances game play and player experience. These components contribute to fair competition, player safety, and overall enjoyment of the game. A well-designed and properly maintained basketball court can make a significant difference in the performance and satisfaction of players, ultimately elevating the overall quality of the game (Laver et al., 2020). With minimal facilities and infrastructure, it will hinder the learning process so that the learning objectives are not achieved optimally. In improving basketball learning outcomes, effective and efficient training methods are needed, especially in the use of learning methods. The learning method is seen in how a teacher conveys material to students so that it can be absorbed and later applied in accordance with what has been instructed.

Learning methods are ways that are systematically planned and goal-orientated. Through these learning methods, learning programs and materials can be arranged which will make it easier for students to master basketball lessons. The problem that occurs and is very troubling for teachers is the low participation of students in the learning process at SMP Negeri 07 *Mukomuko* during observations and interviews with PJOK teachers. In the learning that took place so far, the students tended to be silent, and just listened without giving a response that was relevant to the learning material. During the learning process, there were never any questions or ideas related to the learning material. This tendency is an obstacle for the teaching teacher because it causes the achievement of mastery of learning material by students to be very low.

The causes of low student participation in learning need attention, find the causes, and immediately overcome them. It is important to improve students' participation in learning because it is closely related to the success of education in schools. Low learning motivation seems to be the main contributing factor to low student participation in learning. Low student motivation is related to the principles of motivation in learning, namely attention, relevance, confidence and satisfaction.

Ideally students who have a high level of motivation will have a faster increase in learning outcomes in learning. Students with a high level of motivation will certainly affect their ability to accept the materials taught by the teacher during the learning process. Motivation is one of the important conditions in achieving an optimal mastery of learning outcomes, not only characterized by increased play, but mental and emotional (Grabau, 2013). Furthermore, if the level of student motivation is low, this will cause students to be less eager to perform and absorb the materials provided by the coach/teacher so that students cannot master basketball learning

outcomes properly. This indicates that motivation has a role as one of the factors that influence a person's basketball learning outcomes.

To foster students' motivation to learn in order to increase participation in learning, learning must be designed creatively, which allows interaction and negotiation for the creation of meaning and construction of meaning in students and teachers, so that meaningful learning is achieved. Teachers should not only stick to one learning method, but look for other methods that are considered capable of achieving the desired learning objectives. To improve basketball learning outcomes, the learning methods that can be used are peer teaching and inquiry teaching.

Peer teaching is a learning method that has been used in learning with other students as tutors or teachers (Boud et al., 2014). Peers are the ones who first teach about activities in daily life (Baltzersen, 2023). The peer teaching model is a peer teaching method. This method fosters a sense of social and responsibility among friends. In this method, students who act as tutors re-explain lessons (methods, concepts) to friends who do not understand, in this case more skilled students will help other students in teaching basketball skills. This it is hoped that all students in one group will be able to master basketball skills. Siberman, (2018) argues "some experts believe that a subject is truly mastered only if one student is able to teach it to other participants". In the peer teaching method, the explanation of students who become tutors is more likely to succeed. Students see the problem in a different way than the teacher. The language used is also more familiar and easily understood by other students. The peer teaching method is superior because the learning process involves students who are more skilled in motion, especially in basketball skills. Peer teaching is included in the direct teaching category, physical activity learning that is given directly will be received and will be directly carried out by students.

Inquiry teaching is a learning method that is able to lead students to realize what has been obtained during learning. Solihah, (2023) states "inquiry places students as active learning subjects". Although this method is student-centered, the teacher still plays an important role as a learning design maker. Teachers need to provide explanations, make statements, providing comments and suggestions to students. The teacher is also obliged to facilitate learning through creating a conducive climate by using varied learning media and materials. In the learning process, inquiry teaching is a teaching method by first explaining to students about doing a movement. Then, students try to practice the movement. Students try to express and solve problems with or without help. To achieve cognitive goals, a stimulus in the form of psychomotor (physical activity) is used to find the answer. The interaction between cognitive and psychomotor depends on the teaching tasks given to students.

Based on this description, through the process of providing material provided to students, teachers have carried out various learning methods and forms of training to students, it is just that the basic improvement of playing basketball has not been achieved. Through the learning process, there are two learning methods carried out, namely the peer teaching learning method and the inquiry teaching learning method. Based on these learning methods, which method is better and whether the level of motivation can affect basketball learning outcomes. Thus, researchers are interested in conducting research on "The Effect of Learning Methods and Learning Motivation on Basketball Learning Outcomes of Students of SMP Negeri 07 Mukomuko Class VIII". It is hoped that from the results of this study a conclusion can be born that can be used as a good step to improve the ability to learn basketball learning outcomes.

Basketball is a sport that utilizes a large ball and is played using the hands. The ball can be passed, dribbled by bouncing it on the floor, either while stationary or while moving, with the primary objective being to score by shooting the ball into the opponent's hoop. Basketball is a very complex game, characterized by movements that involve a coordinated combination of various motion elements to be played effectively. Proper handling of the ball is crucial; if a player holds the ball incorrectly, they will struggle to make accurate throws. Additionally, the ability to catch the ball proficiently is a fundamental skill that every basketball player must develop. Mastery of catching techniques is essential for effective play. Furthermore, a player aiming to penetrate and advance into the opponent's area must possess strong dribbling skills. Dribbling is a critical skill that allows players to maneuver and navigate through defensive players. To perform well in basketball, players must engage in regular practice of basic technical exercises to master essential basketball learning outcomes. Coaches and educators involved in training must have a thorough understanding of basketball techniques and tactics. Their primary practical responsibility is to teach these foundational skills and strategies as effectively as possible. By focusing on fundamental techniques and consistent practice, both players and coaches can ensure that basketball games are conducted with proficiency and skill. This foundational knowledge and training are essential for developing players who can execute the game's complex maneuvers and strategies successfully.

Learning outcomes in basketball are a fundamental component and must be mastered by every player. The level of a player's ability or performance on the court is significantly influenced by their mastery of essential playing skills. Basketball learning outcomes can be achieved to a high level if the basic movements are good. Therefore, basic movements (techniques) need to be done in the right way, so that skills can be improved. This emphasizes the importance of foundational techniques in achieving overall proficiency in the sport. Proper execution of basic movements is

crucial because these techniques form the building blocks for more advanced skills and strategies.

Basketball is a team game, mastery of individual playing skills is very important before playing in a team. This highlights that while basketball involves teamwork and coordination, individual skills must be well-developed to contribute effectively to the team. Mastery of personal playing skills, such as dribbling, shooting, passing, and defending, provides players with the tools needed to perform well during team play. By honing these individual skills, players enhance their overall capability, which in turn improves the team's performance and increases the chances of winning matches. Achieving high levels of proficiency in these basketball learning outcomes not only boosts individual performance but also strengthens team dynamics, leading to a greater opportunity for success in games.

The term "method" literally means "way." Generally, a method is defined as a procedure or technique used to achieve specific goals. The term "learning" refers to the efforts made by educators to facilitate the learning process in students. Thus, learning methods are the strategies employed by educators to present subject matter in a way that promotes effective learning and helps achieve educational objectives. In teaching sports skills, selecting appropriate learning methods is crucial for attaining desired learning outcomes (Marios et al., 2005). Choosing and using effective learning methods is essential because they serve as the bridge between educators and learners specifically, teachers and students (Raiola et al., 2016). Additionally, methods act as tools for facilitating interaction and communication between teachers and students. Therefore, learning methods can be seen as tools for shaping student behavior to align with the goals set for them. They also serve as a communication link that fosters interaction between teachers and students during the learning process (Club, 2023).

Motivation, derived from the term "motive," refers to the internal drive that prompts individuals to take action. Although motives themselves cannot be directly observed, they are evident through behaviors that reflect stimulation, encouragement, or the generation of specific actions. Uno (2017) categorizes motives into three types: (1) biogenetic motives, which arise from the basic needs of the organism for survival, such as hunger, thirst, the need for rest, breathing, and sexuality; (2) sociogenic motives, which develop from the cultural environment and are influenced by local cultural factors; and (3) theological motives, which involve a divine aspect where human behavior is influenced by interactions with the divine, such as religious worship.

Markum (2023) defines motivation as a tendency to behave in a certain direction influenced by specific consequences, with the behavior persisting until the desired outcome is achieved. Markum (2023) also explains that motivation involves the

effort to master tasks, achieve optimal results, overcome obstacles, outperform others, and take pride in one's abilities. Motivation and learning are interrelated, with each influencing the other. Learning motivation is undoubtedly a key aspect of student learning and an important source of variation among students. Intrinsic motivation arises from internal desires, ambitions, and the drive to succeed, while extrinsic motivation stems from external factors such as rewards, a supportive learning environment, and engaging activities. Sardiman (2018) further explains that "learning motivation can be divided into intrinsic and extrinsic types." Intrinsic motivation is driven by internal urges, while extrinsic motivation is stimulated by external factors.

So, it could be concluded that motivation is a key factor that drives individuals to achieve specific goals and persist in their efforts until those goals are met. It involves mastering tasks, achieving high results, overcoming challenges, and taking pride in one's accomplishments. Motivation and learning are closely linked, with each influencing the other. Motivation can be intrinsic, stemming from internal desires and ambitions, or extrinsic, influenced by external rewards and supportive environments. Understanding and leveraging both types of motivation is crucial for effective learning and student success.

B. Methods

The research was conducted at the basketball court of SMP Negeri 07 *Mukomuko*, the implementation time was planned to start in the even semester of July 2024. One week before treatment was used to collect data on motivation levels as a moderator variable, and this data was used to group the sample into high motivation and low motivation groups. This type of research is categorized as a quasi-experiment, and its purpose is to determine the effects of both motivation and the treatment of different learning methods on basketball learning outcomes. To assess the level of motivation among students at SMP Negeri 07 *Mukomuko*, a descriptive research approach with a qualitative analysis was utilized. This qualitative approach allows for an in-depth understanding of students' motivational levels by exploring various factors that influence their engagement and attitudes towards learning basketball (Creswell, 2014).

In contrast, the assessment of basketball learning outcomes was conducted using a quantitative analysis approach. This involved administering a basketball skills test to measure the effectiveness of the different learning methods employed. Following this assessment, the study continued with an experiment designed using a 2x2 factorial design. The 2x2 factorial designing was an effective research method for examining the impact of two or more independent variables and their interactions on the dependent variable. According to Suwanda (2015), factorial design is highly efficient for investigating the effects of multiple factors simultaneously, allowing

researchers to analyze how different variables, such as motivation and learning methods, influence the outcomes of basketball learning. This design not only helps in understanding the individual effects of each factor but also explores any potential interactions between them, providing a comprehensive view of how these elements collectively affect basketball skill development.

Table 1. 2x2 Factorial Design

Methods	A1	A2	Total
Motivation			
B1	A B11	A B21	24
B2	A B12	A B22	24

According to Sugiyono (2022), “population refers to a general group of objects or subjects that possess certain qualities and characteristics defined by researchers for the purpose of study and drawing conclusions.” In this study, the population consisted of all students enrolled in basketball lessons at SMP Negeri 07 Mukomuko, totaling 109 students. This group was divided into two classes: Class A, with 43 male and 12 female students, and Class B, with 45 male and 9 female students. Detailed information is provided in the following table:

Table 2. Population

No.	Class	Son	Princess	Total
1	VIII A	23	12	35
2	VIII B	20	18	38
	Total	43	30	73

This study, purposive sampling was employed as the sampling technique (Sugiyono, 2022). The decision to use this approach was influenced by specific considerations related to the study’s objectives. The sample consisted exclusively of male students who were enrolled in basketball courses. This choice was made due to the significant physical differences between male and princess students, as well as the imbalance in their numbers. Consequently, the sample for this study was limited to 43 son students.

Data collection technique 1. Learning motivation using a. Non-test instrument. b. Preparation of learning motivation instruments. c. Instrument trials. 2. Basketball learning outcomes, the skills measured are: a) shooting ability (underbasket shoot). b) passing accuracy ability. c) dribbling ability. Instrument trials were conducted on 30 students of SMP Negeri 07 Mukomuko. The purpose of this instrument trial was to see the feasibility of several statement items which would later be given to the research sample. Of the 63 statement items, 54 statement items were valid and there were 9 statement items that were cancelled, namely numbers 2, 7, 14, 15, 24, 27, 46, 59 and 61. So the number of items used in this study was 54 items.

The data collected were analyzed using two-way analysis of variance (ANOVA). If an interaction was found between the variables of motivation level and learning method, the *Tukey* test was applied for further analysis. Prior to conducting the ANOVA, prerequisite tests were performed: normality was assessed using the *Lilliefors* test, and variance homogeneity was evaluated with the *Bartlett* test, both with a significance level set at $\alpha = 0.05$.

C. Results and Discussion

From the results of measurements that have been carried out previously after conducting experiments. The measurement results can be summarized as follows:

Table 3. The Measurement Results

Variable	Average	max	min	SD	Variant
A1	53,22	61,46	38,11	7,36	56,32
A2	49,28	53,41	37,92	6,43	30,60
B1	53,32	63,46	37,92	7,44	69,43
B2	42,38	58,41	33,11	5,59	38,18
A1B1	56,38	64,96	52,56	3,29	16,19
A1B2	46,65	54,24	38,11	4,39	23,03
A2B1	46,36	54,32	37,92	5,71	36,62
A2B2	53,45	53,51	46,10	5,60	25,02

After obtaining the measurement data, it was continued with hypothesis testing using the 2x2 ANOVA test, with the following research results:

Table 4. Summary of ANOVA Two-Track Results on Basketball Playing Skills Data

Source of variant	JK	dk	RJK	Fh	Ft ($\alpha=0,05$)
Method (a)	149.143	1	149.14	5.43*	4.05
Learning motivation	177.32	1	177.32	6.09*	4.05
Interaction (AxB)	1694.18	1	1694.18	43.39*	4.05
In groups	1278.76	46	27.80		
Total reduced	3159.75	48			

Based on the summary of the results of the ANOVA calculation of the two paths above, it can be stated that: 1) The alternative hypothesis (H_a) that states that there is a difference in learning methods between groups with inquiry teaching and peer teaching learning methods is accepted, because the calculation results show that $F_{cal} = 5.43 > F_{table} = 4.05$; 2) An alternative hypothesis (H_a) stating that there is a difference in motivation levels between groups with high motivation levels and low motivation is accepted, because the calculation results show that $F_{cal} 6.09 > F_{table} = 4.05$. The full calculation results can be seen in appendix 9 on page 201; 3) An alternative hypothesis (H_a) stating that there is an interaction between learning

methods and motivation levels in their influence on basketball playing skills is accepted, because the calculation results show that $F_{\text{cal}} = 43.39 > F_{\text{table}} = 4.05$ (Galván, 1980; Ericsson et al., 1993; Hattie, & Timperley, 2007; Williams, & Hodges, 2019).

D. Conclusions

Based on the findings of the research and the discussion of the research results, it can be concluded: *first*, the inquiry teaching learning method is more effective in improving basketball playing skills than the peer teaching learning method. The inquiry teaching method involves a more active, exploratory approach where learners engage in problem-solving and discovery. This method encourages players to explore techniques and strategies on their own, leading to a deeper understanding and potentially better skill development. In contrast, the peer teaching method involves students teaching each other, which might not provide the detailed instruction needed for skill improvement. The research suggests that the inquiry method offers a more effective framework for developing basketball skills. *Second*, the group with a high level of motivation had better basketball playing skills compared to the group with a low level of motivation. Motivation is a key factor influencing learning and performance. When learners are highly motivated, they tend to invest more effort and time into practice, show greater persistence in overcoming challenges, and maintain a positive attitude towards learning. This heightened engagement and dedication lead to more significant skill improvement. For basketball players, a high level of motivation can translate into more focused practice sessions, better performance during games, and a stronger willingness to learn and apply new techniques. Conversely, learners with lower motivation may not engage as actively, may be less consistent in their practice, and may lack the drive to push through difficulties. This discrepancy in engagement and effort results in less effective skill development. Therefore, fostering and sustaining high motivation is essential for achieving optimal performance in basketball and other skill-based activities.

Third, there is an interaction between learning methods and learning motivation on improving basketball playing skills. This finding highlights that the effectiveness of a particular teaching method can vary depending on the learner's motivation level. For instance, the inquiry teaching method, which encourages exploration and self-directed learning, may be particularly effective for highly motivated learners who are eager to engage deeply with the material and take initiative in their practice. These learners are likely to benefit from the opportunities for discovery and problem-solving provided by the inquiry method. On the other hand, learners with lower motivation might find the inquiry method challenging due to their lack of engagement or effort. In such cases, the peer teaching method, which involves more structured interaction and guidance from peers, might offer more support and

incremental improvement. This interaction underscores the importance of considering both the teaching method and the learner's motivational state when designing educational interventions. Tailoring the approach to align with the learners' motivation can enhance the effectiveness of skill development strategies and lead to better outcomes in basketball training and other educational contexts.

The last, the importance of a flat court, standard hoop, and good drainage system are by ensuring proper drainage on outdoor basketball courts, the risk of standing water is greatly reduced. Standing water can not only cause damage to the court surface, but it can also create slippery conditions that increase the likelihood of injuries for players. Different drainage options, such as surface drains or sloped surfaces, can be considered based on the specific location and needs of the court. It is essential to prioritize good drainage in order to maintain a safe and enjoyable playing experience for all basketball enthusiasts. Organizations and individuals should make it a priority to invest in a flat court, standard hoop, and effective drainage system to maximize the longevity and benefits of outdoor basketball courts.

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