

Editors:

Ade Gafar Abdullah

Asep Bayu Dani Nandiyanto

Dian Budiana

Cep Ubad Abdullah

Integrating Science and Technology in Developing Sport and Physical Education

Proceedings of The 2nd International Conference on Sports
Science, Health and Physical Education (2nd ICSSHPE)
October 18-19, 2017, Bandung, Indonesia

Organized by:



Faculty of Sport and Health Education
Universitas Pendidikan Indonesia

ICSSHPE 2017

Proceedings of the
2nd International Conference on Sports Science,
Health and Physical Education

Bandung - Indonesia

October 18 - 19, 2017

Organized by
Faculty of Sport and Health Education, Universitas Pendidikan Indonesia

ICSSHPE 2017

Proceedings of the
2nd International Conference on Sports Science,
Health and Physical Education

Bandung - Indonesia

October 18 - 19, 2017

Organized by
Faculty of Sport and Health Education, Universitas Pendidikan Indonesia

BRIEF CONTENTS

INVITED SPEAKERS	IV
ORGANIZING COMMITTEES	V
PROGRAM COMMITTEE	VI
FOREWORD	VII
CONTENTS	IX

INVITED SPEAKERS

Anthony Okely
UoW
Australia

Michael Chia
NIE
Singapore

Nelfianty binti Mohd Rasyid
UPSI
Malaysia

Agus Mahendra
Universitas Pendidikan Indonesia
Indonesia

ORGANIZING COMMITTEES

ORGANIZATION CHAIR

Dian Budiana, School of Postgraduate Studies, Universitas Pendidikan Indonesia, Indonesia

ADVISORY BOARD

Neilfianty, UPSI, Malaysia

Michael Chia, NIE, Singapore

Yusup Hidayat, School of Postgraduate Studies, Universitas Pendidikan Indonesia, Indonesia

Kazumi Masuda, Kanazawa University, Japan

Anthony Okely, UoW, Australia

Ronald Hamidie Ray, Universitas Pendidikan Indonesia, Indonesia

Adang Suherman, Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, Indonesia

Jan Willem, Windesheim University, Netherlands

Greg Wilson, Australian Strength and Conditioning Association, Australia

STEERING COMMITTEE

Mulyana, Universitas Pendidikan Indonesia, Indonesia

Nurhasan, Universitas Negeri Semarang, Indonesia

Winarno, Universitas Negeri Malang, Indonesia

Hari Amirullah, Universitas Negeri Yogyakarta, Indonesia

Moch. Asmawi, Universitas Negeri Jakarta, Indonesia

Firmansyah Dlis, Universitas Negeri Jakarta, Indonesia

Hj. Hasmyati, Makassar, Indonesia

Asep Kadarohman, Universitas Pendidikan Indonesia, Indonesia

Yaya S. Kusumah, Universitas Pendidikan Indonesia, Indonesia

Edi Marhaen, Universitas Negeri Padang, Indonesia

Harry Pramono, Universitas Negeri Semarang, Indonesia

A. Purba, Universitas Pajajaran, Indonesia

Abdul Sukur, Universitas Negeri Jakarta, Indonesia

Agung Sumarno, Universitas Negeri Medan, Indonesia

James Tangkudung, Sport Science Faculty, Universitas Negeri Padang, Indonesia

Beltasar Tarigan, Universitas Pendidikan Indonesia, Indonesia

H. Arifuddin Usman, Makassar, Indonesia

PROGRAM COMMITTEE

Carsiwan, Universitas Pendidikan Indonesia, Indonesia

Komarudin, Universitas Pendidikan Indonesia, Indonesia

Mulyana, Universitas Pendidikan Indonesia, Indonesia

Suparman, Universitas Pendidikan Indonesia, Indonesia

Bambang Abduljabar, School of Postgraduate studies, Universitas Pendidikan Indonesia, Indonesia

Cep Ubad Abdullah, School of Postgraduate studies, Universitas Pendidikan Indonesia, Indonesia

Dian Budiana, School of Postgraduate studies, Universitas Pendidikan Indonesia, Indonesia

Didin Budiman, Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, Indonesia

Mona Fiameta Chalil, Universitas Pendidikan Indonesia, Indonesia

Mustika Fitri, School of Postgraduate studies, Universitas Pendidikan Indonesia, Indonesia

Agus Gumilar, Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, Indonesia

Enceng Heryana, Universitas Pendidikan Indonesia, Indonesia

Widi Kusumah, Universitas Pendidikan Indonesia, Indonesia

Uus Mulyana, Universitas Pendidikan Indonesia, Indonesia

Eka Nugraha, Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, Indonesia

Upik Rahmi, Universitas Pendidikan Indonesia, Indonesia

Yati Ruhayati, Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, Indonesia

Agus Rusdiana, Universitas Pendidikan Indonesia, Indonesia

Uman Rusmana, Universitas Pendidikan Indonesia, Indonesia

Jajat S.Si., Universitas Pendidikan Indonesia, Indonesia

Adang Suherman, Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, Indonesia

Kuston Sultoni, Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, Indonesia

Gano Sumarno, Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, Indonesia

Ricky Wibowo, Universitas Pendidikan Indonesia, Indonesia

Mohammad Zaky, Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, Indonesia

FOREWORD

The 2nd International Conference on Sports Science, Health, and Physical Education (ICSSHPE) 2017 is hosted by the Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, Indonesia. The conference was conducted on October 18-19, 2017 at Grand Tjokro Hotel, Bandung, Indonesia. Promoting "Integrating Science and Technology in Developing Sport and Physical Education" as its theme, the ICSSHPE 2017 is a platform for sport and physical education experts and practitioners to exchange their ideas and findings of each field particularly in relation to science and technology integration.

The conference consists of plenary and parallel sessions. Four experts deriving from four different countries with a variety of expertise are invited to speak the plenary session. In the meantime, participants from all over world attend the plenary session prior to presenting and discussing their papers in the parallel session. More than 200 papers have been rigorously reviewed and later published in the conference proceedings. Thus, the dissemination of topics and fields in the conference is expected to go broadly.

We would like to thank the organizing committee for the commitment and the members of reviewers for their kind assistance in reviewing the papers. We would also like to extend our gratitude to the keynote speakers for sharing their knowledge and experiences in the conference.

Ade Gafar Abdullah

Universitas Pendidikan Indonesia, Indonesia

Asep Bayu Dani Nandiyanto

Universitas Pendidikan Indonesia, Indonesia

Dian Budiana

Universitas Pendidikan Indonesia, Indonesia

Cep Ubad Abdullah

Universitas Pendidikan Indonesia, Indonesia

CONTENTS

PAPERS

FULL PAPERS

Influence of Fatigue on Balance and Lower Limb Muscles Activity in Flatfoot Children <i>Riza Adriyani, Tommy Apriantono and Suprijanto Suprijanto</i>	5
Psychological Characteristics of Indonesian Martial Sports Athletes SEA Games 2017 <i>Fadli Dongoran and Dimyati Dimyati</i>	12
Learning Media and Music Model in Improving Characters and Learning Achievement Pencak Silat Movement <i>Iis Marwan</i>	18
Physical Education Teachers' Interpretations of Teaching Games for Understanding Model <i>Soni Nopembri</i>	24
Development of a Coffee Table Book on Kapampangan Games <i>Kelly Jabuen Semsem, Ian Christian Romero Castro and Paul Oliver Gangcuangco Pili</i>	30
Developing Tutorial Video of Karate Basic Technique (Kihon) <i>Sukendro Sukendro and Fitri Ayu Syahrta</i>	37
ABC Running Exercise in Increasing VO2 Max on Students of Football Extracurricular on Secondary High School <i>Arif Hidayat</i>	42
Influence of Ballistic Weight Training and Ballistic Functional Training to the Increase of Strength, Speed, Agility and Power on Lower Extremity Body <i>Sumardi Sumardi, Hari Setijono and Edy Mintarto</i>	47
Development Learning Model Variation Techniques of Volley Ball Services Using Visual Audio Media <i>Hartati Hartati, Silvi Aryanti and Achmad Roby Khadafi</i>	53
Performance Assessment for Physical Education <i>Tomoliyus Tomoliyus and Yustinus Sukarmin</i>	59
Analysis of Maternal Behavior in the Prevention of Pneumonia in Children Using WHO Behavioral Determinant Approach <i>Ilya Krisnana, Ika Nur Pratiwi and Ni Kadek Dwi Kristiani</i>	65
Jump Serve on Volleyball Survey <i>Muhamad Sazeli Rifki and Syafrizar Syafrizar</i>	71
The Effect of Skillastics Game on the Elementray School Students' Social Skills <i>Syam Hardwis</i>	76
The Think Pair Share (TPS) Learning Model in the Behavior of Healthy School Snack Selection of School Age Children <i>Kusnanto Kusnanto, Praba Diyan Rachmawati and Ni Komang Wepiyanti</i>	80

Learning Media and Music Model in Improving Characters and Learning Achievement Pencak Silat Movement

Iis Marwan

PJKR FKIP Universitas Siliwangi, Indonesia
iismarwan@unsil.ac.id

Keywords: Learning, Character, Music, Motion Art.

Abstract: This study aims to produce scientifically based learning tools and music models that are eligible for fifth graders to improve the learning outcomes of pencak silat motion, and build the character of caring, discipline and knowing its effectiveness. This research is a research and development which refers to Borg & Gall model. The subjects were fifth graders of SD Al Falah Benda Kota Tasikmalaya the subject for the preliminary test was 4 students. The field trial subjects consisted of 10 students who had not been involved in the initial trial, and the operational field test subjects consisted of 26 students. The results of the study were: syllabus, lesson plan, worksheet and assessment instrument and pencak silat musical accompaniment suitable for Slementary school students. The result shows that learning tool and music accompaniment of pencak silat motion is considered effective because the result of t test on caring character is 4,854 and the character of discipline is 1,926 bigger than t table that is 1,684 so it shows there is significant difference to the character of discipline and caring between students who follow the learning without learning tools and using developed learning tools. the conclusion of the implementation of scientific approach based learning and pencak ilat musical accompaniment can increase learners' character and learning achievement in pencak silat. It is recommended that pencak silat learning process should utilize scientific approach based learning and musical accompaniment. Upon the completion of the current study, the researcher is intended to conduct further study in comparing live and recorded musical accompaniment in higher level students.

1 INTRODUCTION

In recent times, many social phenomena have occurred, including the high number of corruption cases, crime and violence, drug abuse and juvenile delinquency and that phenomena can be the indicators of weak education outcomes in Indonesia. From Data in 2013, there have been at least 128 cases of brawl between students. This figure jumped more than 100% from the previous year. The brawl has killed 82 students, in 2014 there have been 139 fights that killed 12 students (TV One, 2014). Likewise, the social system has shifted from societies that emphasize social feelings into asocial. Many people believe that the Indonesia is currently in a state of illness that requires appropriate treatment through character education at all education levels (Mulyasa, 2007). Thus, the function of national education to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life can be done properly.

Over the past decade, there has been considerable debate around the essential mission of physical education teachers in all sectors (Petrie & Lisahunter, 2011; Berryman, 2010; & McKenzie, 2007). Many studies have found that primary school physical education teachers (PSPETs) have struggled for legitimacy in their schools as a consequence of feeling isolated and devalued by colleagues relative to their instructional duties, and believe that their subject area is marginalized (Kougioumtzis, Patriksson & Strahlman, 2011; Curtner-Smith, 2001; & Johns & Dimmock, 1999). While an international survey suggested that physical education seems to have attained the same or a similar legal status to other subjects, as a school subject, it is allocated less curriculum time, and hence its lower status in Asian cultures (Hardman & Marshall, 2005). According to many researchers (Flintoff, 2003; Macdonald & Kirk, 1996; & Sparkes, Templin & Schempp, 1993), physical education teachers experience school life very differently to other subject teachers, not only due to the low rank of physical education in the hierarchy

of subjects taught at schools, but also that physical education has been defined as peripheral to the central functions of the school.

WHO predicts in 2020 as much as 73% of deaths caused by non-communicable diseases, or as much as 60% due to low physical fitness. (/www.kompas.com.health. news.2014). Fu & Fung (2004) in Chin Ming-Kai (2008: 8) reveals '80% of Chinese living in Beijing, Shanghai, and Hongkong behave inappropriately This behaviour also occurs in Europe According to Janz, (2001), Tybor, (2005); Janssen, (2005) in Chin Ming-Kai (2008: 9) said that as many as 130,000 school-aged children from 34 European countries have decreased physical activity because most of their time is spent on watching television. Jordan, (2006) in Chin Ming-Kai (2008) describes the results of recent surveys showing "... time children spent on television, videos, video games and computer five hours per day". This issue needs to be addressed as a threat to the improvement of the quality of life.

Physical Education is an integral part of education as a whole, aiming to develop aspects of physical fitness, motion skills, critical thinking skills, social skills, reasoning, aspects of a healthy lifestyle and the introduction of a clean environment through systematically planned physical, exercise and health activities to achieve national education objectives. (Samsudin, 2008). Quality physical education can form good character. According to Ari Ginanjar in Darmiyati Zuhdi, et al. (2009) there are seven human basic characters. While Josephson Institute of Ethics (2005) in Endang Poerwati (2011) categorizes 6 pillars of character, namely (1) trustworthiness, (2) respect, (3) responsibility, (4) fairness, (5) caring, and (6) citizenship. According to Endang Poerwati citing Lewis A. Barbara (2004) suggests 10 pillars of character, namely: (1) care, (2) aware of community, (3) willing to cooperate, (4) fair, (5) willing to forgive, (6) honest, (7) maintaining relationships, (8) respect for others, (9) responsible, and (10) prioritizing safety.

Most primary schools have gradually changed their system from a half-day school to a whole day school, beginning in the 1990s (EDB, 2011). The new school system, together with the new curriculum and education reforms, has added stress to primary school teachers and senior management personnel (Leung & Lee, 2006).

Physical education teachers need to master substantive theories and literature because they contribute to the increased understanding of physical identity and about the professionalization of physical education teachers. (Raymond, Sum Kim Wai, 2016).

The very fundamental issue in physical education is not merely how the process of improving the effectiveness of teaching and learning to achieve educational goals. It also contains some demands of change in the cognitive, affective and psychomotor domains at the individual micro level. The main problem in physical education today is the change of cultural values. The change in question is movement culture. According to Bart Crum (1994) in Rusli Lutan (2003) 'movement culture', ie there is a change in active habits move into the habit of inactivity or even the phenomenon of doing nothing lifestyle.

here are many martial arts schools in Indonesia such as silat nasional perisai diri, merpati putih, bakti negara, setia hati teratai, and so on (Ni Luh Putu Snyanawati, 2014). Pencak silat as part of learning material of physical education has a goal, among others, to form student character in a more positive direction. Each stance contains values that can shape the student's character. So pencak silat can also be called a sport that can shape the students' character. Pencak Silat coaching should be an integral part of education in order to form a character in respect and responsibility to realize the goals of national education, (Mulyana, 2013). There is a tendency of student's interest in the art of pencak silat motion, one of them is because the teacher in presenting the teaching materials is not interesting to be followed by the students, boredom, boredom and even "averse to" often spoken by the students.

To overcome this, need a real effort for students to have interest and motivation in learning pencak silat art motion. In this case, researchers create a model of pencak silat music that can arouse students' interest in pencak silat art motion. Music in the general sense is the beauty of the tone that raises aesthetic satisfaction through the sense of hearing (Pekerti, 2006).

Several studies have shown that learning while listening to favorite music will increase the learning concentration of some students. Wiebe found that by listening to his favorite music, a teenager diagnosed with Attention-Deficit / Hyperactivity (ADHD) an underachievement symptom accompanied by hyperactivity, improved learning concentration in school and while homework, improved the ability to remember information, cultivated a positive attitude toward school assignment. (Wiebe, Joni Erin, 2007:ii). The Canadian Association for Music Therapy also found that music can improve memory and attention. (Canadian Association for Musik, 2010).

2 METHODS

This research is a Research and Development method. The development model in this research and development adopted Borg & Gall model (1983) which consists of 10 steps. The trials were conducted through the following stages: (1) initial product (material expert's validation, character and evaluation); (2) initial test (small group trial using single one shot study method); (3) field trials (field trials with one group pretest-posttest method); and (4) field test (field test with Quasi experiment method). The subject of the study was fifth graders of SD Al Falah Benda Kota Tasikmalaya. The small group of trial subject consists of 4 students. The group of field trial subject consists of 10 students. The field trial used 14 fifth graders as the control group and the other 14 as the experimental group.

The assessment results were analyzed to obtain the means. The means were converted into qualitative assesment using assessment criteria (Azwar, 2012).

The questionnaires analysis were done through calculating the mean scores from the students. The score interpretation was done into four scale (Depdiknas, 2010) The character of discipline and caring difference analysis was also carried out. The analysis was also done to identify the difference of discipline and caring character improvement from control and experimental groups. The prerequisite tests required before the analysis were normal distribution and homogeneity test. Normal distribution test was carried out to confirm whether or not the data from every variables were normally distributed. The normal distribution test was administered to discipline and caring character standard. It was done using Kolmogorov-Smirnov. In addition, homogeneity test was done to verify that the data from the experimental and control groups have similar variance. The homogeneity test was applied in the discipline and caring character data. It was done through F test with 5% confidence level.

3 RESULTS AND DISCUSSION

The Results

The product developed in this research is scientifically based learning apparatus to build the character of caring and discipline. The product in the form of this learning media has been validated by several experts. the data of validation result of scientifically based approach learning media include data of assessment result by material expert and learning expert.

Based on the results of the analysis, the total actual scores of teacher and student assessments obtained in this preliminary trial are at very good categorical intervals. This provides information that the learning tools and musical accompaniment are effectively used in learning the art of pencak silat motion. In addition, the number of students who rated the learning tool and the accompanying music as very good has fulfilled the effectiveness of more than 80%. Therefore, it can be concluded that learning and musical accompaniment measured through the teacher's assessment component and student responses to the initial test meet the category of effectiveness.

The percentage assessment of caring and disciplined character of each student is above 80%. This shows the learning media was proven effective in developing caring and disciplined characters. In terms of time discipline, students and teachers make arrangements to reduce the stars in the classroom if they arrive late or commit a code violation. Thus, the change in the students' character are quite apparent in this initial trial.

Based on the results of analysis of the two components of the effectiveness of learning media, it showed that the learning tools developed have fulfilled the effectiveness requirements, ie more than 80%. Therefore, it can be concluded that the learning media measured through the teacher's assessment component and student responses in the field test meet the category of effectiveness. The criteria for the effectiveness of instructional tools were also measured through learning outcomes and students' character assessment. If presented in the form of test chart pencak silat learning achievement students who meet the criteria can be seen in Figure 1.

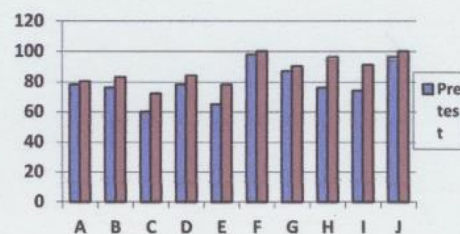


Figure 1 pencak Silat Learning Achievement

Based on the figure, from the posttest result, all students complete the assessment of test result of learning above KKM SD Al Falah Benda Kota Tasikmalaya. This indicates that the learning media developed have proved effective because the students have successfully completed the tests.

Discussion

This learning tool was developed with pencak silat lessons. The learning media for building disciplined and caring characters contain a variety of learning experiences. Schunk (2012) says that children begin to show some abstract thought though it is usually defined with characters or actions. The activities in learning media spur direct experience, experiments, interviews, demonstrations, group discussions, and work on the problem. Therefore, the learning media can make learners more interested in learning because every learning on the learning media is based on real-world in accordance with the world of learners, especially in developing the character of caring and discipline. It is in line with Yuldirim & Ayas (2011) stating that: *"Thus worksheets are known to help students gain scientific process skills such as setting up experimental mechanism, recording data, interpreting the data, and so on so that they can conceptualize the concepts in their minds. There are several studies showing that worksheets increase students"* Stedje (2010) *"Character education occurs each minute in the classroom"*. That is, that character education takes place every minute in the classroom. The learners' character will be increasingly formed with the more frequent learners perform activities on the character-based because a character is a relatively stable nature of a person's disposition.

From the results of this study, the researchers stated that the musical accompaniment model preceded by the children's songs that encourage the activity followed by the typical music of pencak silat can be used for the learning process of pencak silat motion because it can improve learning outcomes and character. Because this study collaborated cognitive, affective and psychomotor assessments, the results of this study can indirectly strengthen some previous research findings that have proven that cooperative learning models can have a positive effect on behavioral learning outcomes. Grasten dan Watt (2017) *"the development and functioning of intrinsic motivation are specified using the concept of basic psychological needs, namely competence, autonomy and social relatedness"*.

Among the results of research indicating that the cooperative model of the syndicate group has a positive effect on the growth of attitudes toward the environment. The syndicated group model has the power in developing a responsible attitude, especially in the learning process (Dewi, 2011). In addition, there were also studies of the impact of the cooperative model of numbered head and the jigsaw cooperative model, concluding that both models had a positive effect on affective learning outcomes. Both

models are very functional to enhance the sense of responsibility, motivation, develop ideas, and communication skills (Rahmawati, 2014). Another model outside the cooperative model that has been studied has an effect on the growing attitudes is the discovery learning model. This model has a very positive influence on learning motivation and critical thinking ability (Rahmayanti, 2015). Then, there are also research results that show that the criticality of student thinking can be supported by their accounting competence. If students' thinking skills are to be improved, then improve their accounting competence (Pujiastuti, 2013: 1). Logic-based lecturing model positively influences the growth of student academic character (thoroughness of thinking, critical attitude, and responsibility). (Dedi Heryadi, 2017).

In building the character, in addition through the learning model, it can also be done through the development of media and textbooks. the result of research that tries to develop logic based learning media. The results show that logic-based media have a positive impact on fostering child creativity and intelligence (Sulchan, 2014). Then, there are research results about the strengthening of characters in college by way of development of textbooks based on collaborative learning (Diana, 2016). Joice and Weil (2009: 1) said that, *"A model of teaching is a plan or pattern that can be used to shape curriculum (long-term courses of studies), to design instructional materials, an to guide instruction in classroom and other setting."* They further claimed that in developing the learning model there are three things that need to be fulfilled, the three things are determining the approach (model orientation), methods (instructional design) and techniques (procedures implemented in the classroom).

The Theory of Interplaying Identity reaffirmed that PSPETs were able to cope with the preconceptions of the low status of physical education in schools (Stroot, Collier, O'Sullivan & England, 1994; & Sparkes, Templin & Schempp, 1993) *through setting themselves as examples of committed professionals and being visible in their versatile roles* (Sum & Dimmock, 2014). Futher, Zentner, et al., 2008 said that "not all individuals react emotionally to music". For the secondary education level, further research is recommended. For example, in the pesantren environment, character growth (independence and discipline) is better suited through the methods of habituation, giving advice, reward and punishment methods, and exemplary methods of the kiai and ustad (Tanszil, 2012: 1). Later, in the preschool environment the growth of prosocial

behavior was matched by using a game-based learning model (Chin & Zakaria, 2015).

4 CONCLUSIONS

Based on the result and the analysis, it can be concluded that: Learning media based on scientific approach and music accompaniment of pencak silat motion art that preceded by children's music followed by pencak silat music is considered feasible to be used according to expert material and expert of learning with very good value. on learning media products. The learning media based on scientific approach and music accompaniment in pencak silat proved effective to build the character based on operational field trials with t test results of 4, 854 on the cares larger than the table of 1, 684 so it can be concluded there are significant differences on the development of caring characters between students who follow the learning without learning media and use learning media.

The learning media based on the scientific approach and music accompaniment of pencak silat proved effective to build the fifth grade students' discipline character. This is based on operational field trials using t test on the control class and experimental class with t test result of 1,926 on the character of discipline and caring larger than t table of 1, 684 so it can be concluded there is a significant difference on the development of the character of discipline and caring between students who follow the learning without learning media and using learning media.

REFERENCES

- Asna, Hamdatul. 2014. "Implementasi Strategi Pembelajaran Berbasis Inquiri dengan Siklus SE untuk Meningkatkan Keterampilan Berpikir Kritis". *Jurnal Penelitian Pendidikan UPI 2* (14), 154 – 162.
- Azwar, S. 2012. *Reabilitas dan Validitas*. Yogyakarta: Pustaka Pelajar.
- Berryman, J. W. (2010). "Exercise is medicine: A historical perspective". *Journal: Current Sports Medicine Reports*, 9(4), 195-201.
- Bohlin, K.E. 2005. *Teaching Character Education through Literature Awakening the Moral Imagination in Secondary Classrooms*. New York: Routledge Falmer.
- Borg, W.R., & Gall, M.D. 1983. *Educational Research an Introduction*. New York: Longman.
- Borich, G.D. 2007. *Effective Teaching Methods Research-Based Practice Sixth Edition*. New Jersey: Pearson Merrill Prentice Hall.
- Canadian Association for Music Therapy, 2010. "Specific Application of Musical Technique to Music Therapy, Online, diakses pada tanggal 10 Januari 2017, ditulis tahun 2010.
- Chin Ming Kai, 2008, 'Journal 12 th Word Sport for All Congress, Kuala Lumpur, Malaysia.
- Chin, Lu Chung & Efendi Zakaria. 2015. "Effect of Game-Based Learning Activities on Children's Positive Learning and Prosocial Behaviours". *Jurnal Pendidikan Malaysia* 40 (2), 159 – 165.
- Curtner-Smith, M. D. (2001). The occupational socialization of a first-year physical education teacher with a Teaching Orientation. *Sport, Education and Society*, 6(1), 81-105.
- Depdiknas. 2010. *Juknis Pengembangan Bahan Ajar SMA*. Jakarta: Direktorat Pembinaan Sekolah Dasar.
- Diana, Purwati Ziska. 2016. *Pengembangan Buku Ajar Bahasa Indonesia Berbasis Pembelajaran Kolaboratif untuk Penguatan Pendidikan Karakter di Perguruan Tinggi*. Disertasi. Surakarta: Program Pascasarjana Universitas Sebelas Maret.
- Dwiningrum, Siti Irene, dkk. 2013. *Ilmu Sosial dan Budaya Dasar: Pendekatan Problem Solving dan Analisis Kasus*. Yogyakarta: UNY Press.
- Endang Poerwanti. 2011. *Pengembangan instrumen Asesmen pendidikan karakter di taman kanak-kanak*. Disertasi. Tidak dipublikasikan. Yogyakarta : PPS UNY.
- Fahinu. 2013. *Meningkatkan Kemampuan Berpikir Kritis dan Kemandirian Belajar Matemati-ka pada Mahasiswa Melalui Pembelajaran Generatif*. Disertasi. Bandung: Program Pascasarjana Universitas Pendidikan Indonesia.
- Flintoff, A. (2003). The school sport co-ordinator programme: changing the role of the physical education teacher? *Sport, Education and Society*, 8(2), 231-50.
- Grasten, Arto., Anthony Watt (2017) *A Motivational Model of Physical Education and Links to Enjoyment, Knowledge, Performance, Total Physical Activity and Body Mass Index*. Archived from *Journal of Sports Science and Medicine* 16:318 – 327.
- Hardman, K. & Marshall, J. (2005). Physical education in schools in European context: Charter principles, promises and implementation realities. In K. Green & K. Hardman (Eds.) *Physical Education Essential Issues*. London: Sage.
- Heryadi, Dedi. 2013. *Penerapan Teori Berpikir Logis dalam Pengembangan Menyimak Bahasa Indonesia*. Disertasi. Bandung: Program Pascasarjana Universitas Pendidikan Indonesia.
- Johns, D. P. & Dimmock, C. (1999). The marginalization of physical education: impoverished curriculum policy and practice in Hong Kong. *Journal of Education Policy*, 14(4), 363-84.
- Joice, Bruce, Marsha Weil, Emily Calkom. 2009. *Model of Teaching*. New Jersey: Pearson /Allyn and Bacon Publisher.
- Kougioumtzis, K., Patriksson, G. & Strahlman, O. (2011). Physical education teachers' professionalization: A review of occupational power and professional control.

- European Physical Education Review, 17(1), 111-129.
- Leung, D. Y. P. & Lee, W. W. S. (2006). Prediction intention to quit among Chinese teachers: differential predictability of the components of burnout. *Anxiety Stress Coping*, 19(2), 129-141.
- Lickona, T. 1991. *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York: Bantam Books.
- Lutan, Rusli. (2003). *Mengajar Pendidikan Jasmani, Pendekatan Pendidikan Gerak di Sekolah Dasar*, Jakarta Depdiknas, Dirjen, Dikdasmen.
- Macdonald, D. & Kirk, D. (1996). Private lives, public lives: surveillance, identity and self in the work of beginning physical education teachers. *Sport, Education and Society*, 1, 59-76.
- McKenzie, T. L. (2007). The preparation of physical educators: A public health perspective. *Quest*, 59, 346-357.
- Mulyana. 2011. "Pembentukan Karakter Melalui Pembinaan Olahraga" *Jurnal Kepeatihan Olahraga*. Volume 3 Nomor 2 Desember 2013. Portal Jurnal Seedhouse, P. (2004). Different perspectives on language classroom interaction. *Language Learning*, 54(S1), 55-100.
- Mulyasa. 2003. *Kurikulum Berbasis Kompetensi. Konsep; Karakteristik dan Implementasi*. Bandung : P.T. Remaja Rosdakarya.
- Pekerti, Widia. (2006). *Pendidikan Seni Musik-Tari/Drama*. Jakarta: Universitas Terbuka.
- Peraturan Menteri Pendidikan dan Kebudayaan RI Nomor 67 Tahun 2013 Tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Dasar/Madrasah Ibtidaiyah.
- Petrie, K. & Lisahunter, (2011). Primary teachers, policy, and physical education. *European Physical Education Review*, 17(2) 325-339.
- Pujiastuti. 2013. Pengaruh Kompetensi Akuntansi terhadap Keterampilan Berpikir Kritis Mahasiswa. *Jurnal Penelitian Pendidikan UPI*. 13 (2), 1 - 7.
- Ramadhani, Lucky Mardiana dan Iis Marwan. (2014). Pengaruh Pembelajaran Menggunakan Media Audio Visual Terhadap Keterampilan Jurus Tunggal Pencak Silat (Eksperimen pada Siswa Kelas VII SMPN 17, Kota Tasikmalaya). (Online) pada laman URL <https://journal.unsil.ac.id/showunsil.php?id=2007>.
- Rahmawati, Shopie . 2014. Perbedaan Hasil Belajar Siswa pada Model Pembelajaran Kooperatif Tipe Numbered Head Together dengan Model Pembelajaran Tipe Jigsaw. Tesis. Tasikmalaya: Program Pascasarjana Universitas Siliwangi.
- Rahmayanti, Ai Ade. 2015. Perbedaan Motivasi Belajar dan Kemampuan Berpikir Kritis antara Model Problem Based Learning dan Discovery Learning dengan Pendekatan Scientific. Tesis. Tasikmalaya: Program Pascasarjana Universitas Siliwangi.
- Raymond, Sum Kim Wai. (2016), "Interplaying identity of Hong Kong primary school physical education teachers: A grounded theory exploration," *Journal of Physical Education and Sport* ® (JPES), 16(1), Art 3, pp. 13 - 23, 2016 online ISSN: 2247 - 806X; p-ISSN: 2247 - 8051; ISSN - L = 2247 - 8051 © JPES
- Samsudin. 2008. *Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan SD/MI*. Jakarta: Litera.
- Schempp, P. G. (1989). Apprenticeship-of-observation and the development of physical education teachers. In T. Templin & P. Schempp (Eds.) *Socialization into Physical Education: Learning to Teach* (pp. 13-38). Indianapolis: Benchmark.
- Schunk, D.L. 2012. *Teori-teori Pembelajaran* (Terjemahan Eva Hamdiah, Ahmad Fajar). Yogyakarta: Pustaka Pelajar.
- Sparkes, A. C., Templin, T. & Schempp, P. (1993). Exploring dimensions of marginality: Reflecting on the life histories of physical education teachers. *Journal of Teaching in Physical Education*, 12, 386-394. Pascasarjana Universitas Siliwangi.
- Stedje, L.B. 2010. *Nuts and Bolts of Character Education*. www.characterfirst.com/-assets/files/characterEducationsReport.pdf. Diunduh pada tanggal 29 Desember 2014.
- Stroot, S. A., Collier, C., O'Sullivan, M. & England, K. (1994). Contextual hoops and hurdles: workplace conditions in secondary physical education. *Journal of Teaching in Physical Education*, 13, 342-360.
- Sulchan, Ali. 2014. Pengembangan Media Pembelajaran Berbasis Logika dan Kreativitas sebagai Peningkatan Kecerdasan Anak Usia Dini. Tersedia pada [http://p4tksb-jogja.com/arsip/index.php?option=AliSulchan-Pengembangan media berbasis logika](http://p4tksb-jogja.com/arsip/index.php?option=AliSulchan-Pengembangan%20media%20berbasis%20logika).
- Sum, K. W. & Dimmock, C. (2014). Diversified professionalism of physical education teachers: in the Asian context of Hong Kong. *Journal of Teachers and Teaching = Theory and Practice*, 20(4).
- Tanshzil, Sri Wahyuni. 2012. Model Pembinaan Pendidikan Karakter pada Lingkungan Pondok Pesantren dalam Membangun Kemandirian dan Disiplin Santri. *Jurnal Penelitian Pendidikan UPI* 12, (2), 1 - 12.
- Yuldirim, N. & Ayas, A. 2011. "The Effect of the Worksheet on Student Achievement in Chemical Equilibrium. *Journal of Turkish Science Education* Vol. 8, No. 3, September 2011. hlm. 44-51.
- Zuchdi, Darmayanti dkk. 2009. *Pendidikan Karakter*. Jogjakarta: UNY Press.