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Development Of Ball Control Exercises Using Feet In Teqball Games For Pjkr Students

Muhammad Ashhabul Kahfi[1*], Sardiman[2], Muhammad Agusman[3], Andi Saparia[4], Arham Syahban[5]

[1,2,3,4]Physical Education, Health and Recreation, Faculty of Teacher Training and Education, Tadulako University, Palu, Central Sulawesi.
[5]STKIP Paris Barantai.

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Abstract

This study aims to develop variations of ball control exercises using the feet in teqball games for PJKR students. The research method used is Research and Development (R&D) with Borg & Gall stages that include needs analysis, product development, expert validation, and small group and large group trials. Validation was carried out by a learning expert and two teqball experts, with results of 65%, 77%, and 71%, respectively, indicating that the product is considered feasible with revisions. The small group trial involving 15 students resulted in a feasibility percentage of 78.86%, so the training model was declared effective and can be used. However, the large group trial with 20 students showed a percentage of 58.46%, indicating that some training variations need to be improved to be suitable for groups with a larger number of participants and more diverse abilities. Overall, the results of the study indicate that the training model has strong potential to improve ball control skills, but requires refinement in several forms of training to be optimally applied in teqball learning.

*Corresponding email: kahfiashhabul69@gmail.com
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INTRODUCTION

Sport is a part of life and one of the important physical needs for humans.(Mahfud & Fahrizqi, 2020). Sport has recently become an inseparable part of people's daily lives. It is a form of physical and mental activity that is beneficial for maintaining and improving health after exercise.(Khairuddin, 2020).

Sports activities have become one of the primary needs among the wider community today, so that each individual always thinks about making time to carry out this activity in the midst of their daily busy lives.(Lasa et al., 2023)In everyday life, the basic goal of sport is to improve physical fitness. Sport can also be used as a means to achieve proud achievements for those who participate.(Yunis Bangun & Dwi Ananda, 2021).

There are various types of sports that can be done to optimize health, and currently, sports are also growing rapidly, with many new types emerging, one of which is teqball. Teqball is a new, soccer-based sport originating from Hungary.(Lili, 2020).

*Teqball*is a new type of sport that is rooted in football combined with table tennis and originated from Europe. As a contemporary variation of football and table tennis. Teqball sports, especially in Central Sulawesi Province, have just been established at the Central Sulawesi KONI Provincial Meeting on December 22, 2024, held at the Sutan Raja Hotel in Palu, the name of the association is the Indonesian Teqball Association (POTSI) with the general chairman "Muhammad Agusman", in Central Sulawesi itself teqball has not yet developed much, therefore support from various regional governments and sports organizations is very important to accelerate the development of teqball in Central Sulawesi. Teqball demands precise ball control, especially with the feet, in the fast-paced dynamics of the game(Herman Dewi, Febrialismanto, 2020)In teqball, control is one of the basic techniques that must be mastered. Players must master ball control, which is a crucial skill. Having good ball control can help build attacks during play.(Rijalul Fikri, 2022). Controlling the ball means that the ball that has been held can be completely controlled so that it is impossible for the opponent to take it.(Sucipto, 2020). Controlling is basically done so that players can control the ball and prevent the opponent from taking it.(Mukti, 2018). Physical education students must not only understand the

theory but also be able to apply the techniques correctly. However, preliminary research at several universities shows that many students still struggle to understand the sequence of basic movements and how they apply them on the field.(Yuliana, 2020).

According to(Nasution & Suharjana, 2015)He stated that training is crucial for improving the ability to perform sports activities. To improve performance, training must be guided by specific training theories and principles. Without regular training, it is impossible for athletes to achieve the desired results. Training is an effort to improve the functional quality of the body's organs and the psychology of the athlete.(Alfiandi et al., 2018). Athletes perform technical training to improve the movement techniques required to play a particular sport.(Ahmad Atiq et al., 2022).

*Teqball*Teqball was first introduced in 2014 by two soccer enthusiasts, Gábor Borsanyi and Viktor Huszár, both former professional athletes (Adi Rahadian, 2020). Teqball was created based on scientific methods. Therefore, this sport does not solely rely on luck. Teqball players are required to innovating in the way they play, which is a unique attraction in this sport.

This activity successfully improves athletes' passing and ball control skills, as well as accelerating their ability to evaluate passes and plan their next move. The rules of teqball are designed to reduce the likelihood of injury from contact between players. Crucially, this physical activity can reduce the impact of injuries, thereby improving skills and boosting athletes' confidence.(Aisyah & Diva, 2024)Teqball has a very interesting and innovative game model. Teqball is not only a sport for competition but also can improve physical and mental skills, especially among the younger generation.

From the data we obtained through a survey of Physical Education, Health and Recreation (PJKR) students at Tadulako University, they already know about the sport of teqball, but not all of them know the rules of the game, basic techniques, and how to play this sport of teqball.

Based on the results of filling out the needs analysis questionnaire by PJKR students, it was found that the need for the development of basic technique training models for controlling using the feet in teqball games was found that 81.7% of students were proficient and 18.3% were proficient. Therefore, based on the results of observations of filling out the student needs questionnaire with teqball and

researchers, the development of a training model for controlling using the feet will be carried out so that the objectives of this sport continue to develop. Through this research, it is hoped that training methods can be found that can improve the control abilities of teqball players, especially for beginners such as in the PJKR student area. The development of structured and systematic training will provide a strong foundation for players in mastering this technique. With the increasing interest in teqball, it is hoped that it can create broader and more diverse sports communication, as well as provide a positive contribution to public health and fitness.

METHODS

This research uses the R&D (Research and Development) type of research. Development research is also known as "Research and Development". According to(Sugiono & Kuntjojo, 2016)A research method is the flow or timeframe of a study conducted by a researcher. This method can be described as a scientific way of obtaining data for a specific purpose. (Wiwin Yuliani, 2021)He stated that a researcher in an undergraduate or postgraduate program must study research and development (R&D) methods. Therefore, this research aims to provide material to serve as a guide for playing teqball. This type of research, called development research, aims to improve something that already exists or create something new to support learning activities.(Prama Dhani & Ida Zubaida, 2024).

This research method consists of ten main steps, as follows: Step 1 involves research and information gathering or needs analysis. Steps 2 and 3 consist of planning and developing the preliminary product form. Planning includes defining skills, stating objectives, determining course sequences, and conducting small-scale feasibility testing. Developing the preliminary product form includes preparing teaching materials, handbooks, and evaluation tools. Step 4 involves conducting preliminary field testing. This concludes the interviews and questionnaire data collected and analyzed by the school. Steps 5 and 6 involve revising the main product and the main areas of testing. The main product revision uses quantitative subject data for evaluation. Operational product revision occurs in step 7, a revision suggested by the results of the main field test. Steps 8 and 9 then involve conducting operational field testing and revising the final product. The final step, step 10, involves socialization and implementation.

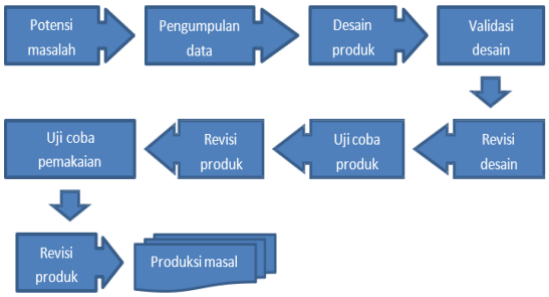

Figure 1. Research Step Design

The development results are a prototype or initial design for developing ball control exercises using the feet in teqball for PJKR students. The draft learning model consists of design and implementation, as well as a guidebook. Next, validation and testing of the model were conducted. The handover of the draft model to experts to verify the validity of the instrument and draft is known as model validation. These experts consist of two teqball experts and one learning expert.

This study used two forms of trials, namely: limited trials (small scale) and main field trials (large scale) of initial product use. The trial (small scale) of initial product use, was made to test the feasibility of initial product use with a small number of subjects and the main field trial (large scale) used a larger number of subjects, both trials used the same evaluation process using observation sheets for experts.

The trial subjects in this study were 35 people, namely PJKR students from the Class of 2025, with the distribution of the number of subjects being: (a) 15 people as training participants in limited trials (small scale), (b) 20 people as training participants in the main field trial (large scale). The subjects in this study will follow the process of training to control the ball using the feet in the teqball game, directly using the initial product.

Based on the questionnaire grid and initial product observation sheet used in this study, the results of the categorization norm calculations are as follows:

Table1. Category Eligibility Percentage

No	Score InPercentage	CategoryEligibility
1	<40%	Not Good/Unworthy
2	40%-55%	Not Good/Not Worthy
3	56%-75%	Good Enough/Decent Enough
4	76%-100%	Good/Decent

RESULT

The results of data collection starting from needs analysis, expert evaluation conducted by 3 experts, small group trials and large group trials, namely data from expert evaluations that include suggestions from learning experts, and 2 teqball experts. The data from the trial results by the trial subjects, namely small

groups and also large groups, were obtained from the answers in the questionnaire instrument filled out by PJKR students of class 25 as research subjects.

Table2. Results of Learning Expert Data Analysis

No.	Aspect	Eligibility	Category
1	Correct sentence writing according to Eyd	75%	Used
2	The language used is clear and easy to understand.	75%	Used
3	Accuracy of selection of materials used for the guide	75%	Used
4.	Sentences represent the content of the message or information you want to convey.	75%	Used
5.	Use of terms that are appropriate to the main concepts of the main topic	75%	Used
6	The content of the material presents a complete structure of parts.	100 %	Used
7	The material for selecting interesting and non-monotonous exercise variations	100 %	Used
8	The sentences used are simple and straight to the point.	75%	Used
9	The selection of material titles in the book is easy to understand	100 %	Used
10	Examples of variation movements in the material in the book are very clear.	75%	Used
11	The truth of the content of the material arranged in sentences	75%	Used
Average		**65%**	**Quite Decent**

Based on the results of the analysis of learning expert data, it was concluded that the product development of controlling the ball using the feet in the teqball game obtained a percentage of 65% and was said to be quite feasible.

Table3. Teqball Expert Data Analysis Results I

No.	Aspect	Eligibility	Category
1	Is the variation of the training model in Figure 1 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	100%	Used
2	Is the variation of the training model in Figure 2 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	100%	Used
3	Is the variation of the training model in figure	100%	Used

	3 suitable for use during training to improve the ability to control the technique using the feet in Teqball?		
4.	Is the variation of the training model in Figure 4 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	100%	Used
5	Is the variation of the training model in Figure 5 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	100%	Used
6	Is the variation of the training model in Figure 6 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	100%	Used
7	Is the variation of the training model in Figure 7 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	100%	Used
8	Is the variation of the figure 8 training model suitable for use during training to improve the ability to control the technique using the feet in Teqball?	100%	Used
9	Is the variation of the training model in figure 9 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	100%	Used
10	Is the variation of the training model in Figure 10 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	100%	Used
11	Is the variation of the training model in Figure 11 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	100%	Used
	Average	**77%**	**Worthy**

Based on the results of the analysis of teqball expert I data, it was concluded that the product development of controlling the ball using the feet in the teqball game obtained a percentage of 77% and was said to be feasible.

Table4. Teqball II Expert Data Analysis Results

No	Aspect	Eligibility	Category

1	Is the variation of the training model in Figure 1 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	100%	Used
2	Is the variation of the training model in Figure 2 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	100%	Used
3	Is the variation of the training model in figure 3 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	75%	Used
4.	Is the variation of the training model in Figure 4 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	100%	Used
5	Is the variation of the training model in Figure 5 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	100%	Used
6	Is the variation of the training model in Figure 6 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	100%	Used
7	Is the variation of the training model in Figure 7 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	100%	Used
8	Is the variation of the figure 8 training model suitable for use during training to improve the ability to control the technique using the feet in Teqball?	75%	Used
9	Is the variation of the training model in figure 9 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	100%	Used
10	Is the variation of the training model in Figure 10 suitable for use during training to improve the ability to control the technique using the feet in Teqball?	75%	Used
11	Is the variation of the training model in Figure 11 suitable for use during training to improve the ability to control the	100%	Used

technique using the feet in Teqball?

Average **71%** **Quite Decent**

Based on the results of the analysis of the teqball II expert data, it was concluded that the product development for controlling the ball using the feet in the teqball game achieved a percentage of 77% and was said to be quite feasible..

Table5. Data from the results of the trial analysis (small group)

No	Aspect	Criteria
1.	How did you do the exercise in picture 1?	77%(used)
2.	How did you carry out the exercise in Figure 1?	75%(used)
3.	Are the exercises in picture 1 that you have done useful in playing teqball?	75%(used)
4.	How did you do the exercise in picture 2?	35% (replaced)
5.	How do you carry out the exercise in picture 2?	33% (replaced)
6.	Are the exercises in picture 2 that you have done useful in playing teqball?	38% (replaced)
7.	How did you do the exercise in picture 3?	85%(used)
8.	How do you carry out the exercise in Figure 3?	65%(used)
9.	Are the exercises in picture 3 that you have done useful in playing teqball?	77%(used)
10.	How did you do the exercise in picture 4?	72%(used)
11.	How do you carry out the exercise in Figure 4?	63%(used)
12.	Are the exercises in picture 4 that you have done useful in playing teqball?	80%(used)
13.	How did you do the exercise in Figure 5?	72%(used)
14.	How do you carry out the exercise in Figure 5?	78%(used)
15.	Are the exercises in picture 5 that you have done useful in playing teqball?	68%(used)
16.	How did you do the exercise in Figure 6?	40% (replaced)
17.	How do you carry out the exercise in Figure 6?	43% (replaced)
18.	Are the exercises in picture 6 that you have done useful in playing teqball?	48% (replaced)
19.	How did you do the exercise in Figure 7?	68%(used)
20.	How do you carry out the exercise in Figure 7?	72%(used)
21.	Are the exercises in picture 7 that you have done useful in playing teqball?	73%(used)
22.	How did you do the exercise in figure 8?	42%(replaced)
23.	How do you carry out the exercise in Figure 8?	43% (replaced)
24	Are the exercises in figure 8 that you have done useful in playing teqball?	57%(replaced)
25	How did you do the exercise in Figure 9?	72%(used)
26	How do you carry out the exercise in Figure 9?	88%(used)
27	Are the exercises in picture 9 that you have done useful in playing teqball?	72%(used)
28	How did you do the	80%(used)

	exercise in Figure 10?	
29	How do you carry out the exercise in figure 10?	78%(used)
30	Are the exercises in picture 10 that you have done useful in playing teqball?	78%(used)
31	How did you do the exercise in Figure 11?	80%(used)
32	How do you carry out the exercise in Figure 11?	78%(used)
33	Are the exercises in picture 11 that you have done useful in playing teqball?	78%(used)

Based on Table 5, the results of the small group trial analysis show that the total score (∑X) obtained was 2,183 out of a maximum total score (∑Xi) of 3,300. Thus, the percentage of feasibility obtained was 66.15%. These results indicate that in general the developed training variations are in the used category (range 60%–79%), so they can be declared suitable for use in the ball control training process in teqball games.

Table6.*Data from the results of the trial analysis (large group)*

No	**Aspect**	**Criteria**
1.	How did you do the exercise in picture 1?	65%(used)
2.	How did you carry out the exercise in Figure 1?	62%(used)
3.	Are the exercises in picture 1 that you have done useful in playing teqball?	62%(used)
4.	How did you do the exercise in picture 2?	55% (replaced)
5.	How do you carry out the exercise in picture 2?	57%(replaced)
6.	Are the exercises in picture 2 that you have done useful in playing teqball?	52%(replaced)
7.	How did you do the exercise in picture 3?	52%(replaced)
8.	How do you carry out the exercise in Figure 3?	45% (replaced)
9.	Are the exercises in picture 3 that you have done useful in playing teqball?	50% (replaced)
10.	How did you do the exercise in picture 4?	63%(used)
11.	How do you carry out the exercise in Figure 4?	62%(used)
12.	Are the exercises in picture 4 that you have done useful in playing teqball?	60%(used)
13.	How did you do the exercise in Figure 5?	65%(used)
14.	How do you carry out the exercise in Figure 5?	63%(used)
15.	Are the exercises in picture 5 that you have done useful in playing teqball?	60%(used)
16.	How did you do the exercise in Figure 6?	58%(replaced)
17.	How do you carry out the exercise in Figure 6?	57%(replaced)
18.	Are the exercises in picture 6 that you have done useful in playing teqball?	58%(replaced)
19.	How did you do the exercise in Figure 7?	53%(replaced)
20.	How do you carry out the exercise in Figure 7?	58%(replaced)
21.	Are the exercises in picture 7 that you have done useful in playing teqball?	58%(replaced)
2 2 .	How did you do the	63%(used)

	exercise in figure 8?	
23.	How do you carry out the exercise in Figure 8?	60%(used)
24	Are the exercises in figure 8 that you have done useful in playing teqball?	65%(used)

Based on Table 6, the results of the large group trial analysis show that the total score (∑X) obtained was 1,403 out of a maximum total score (∑Xi) of 2,400, resulting in a feasibility percentage of 58.46%. This percentage is below the category limit used, so the overall training variation is included in the replaced category. Thus, improvements or revisions are needed in several aspects of the training before it is used in the ball control training process in teqball games.

DISCUSSION

The discussion in this study begins with the results of expert validation, which shows that the training model for controlling the ball using the feet in teqball has been assessed by learning experts and teqball experts. The validation by learning experts resulted in a feasibility percentage of 65%, indicating that the product is in the fairly feasible category. These results indicate that in terms of content, language, and presentation, the training model meets basic standards, although some improvements are still needed, particularly in the clarity of instructions and the suitability of the training flow for students.

The validation results from two teqball experts provide a more detailed technical overview of the training's suitability to the characteristics of teqball. The first teqball expert gave a score of 77% and the second 71%, both of which fall into the appropriate category. This indicates that the training variations meet the basic technical needs of teqball, particularly in controlling the ball with the feet. However, the variation in assessments between the two experts indicates that some exercises still need to be adjusted to be more ideal for beginners, given that teqball demands a high level of movement coordination and technical precision.

In the small group trial results, the research findings corroborated the expert validation results. The exercise model achieved a feasibility percentage of 66.15% and was categorized as usable. This value indicates that most students were able to follow and carry out the exercises well. The exercises in several images, such as images 1, 3, 4, 5, 7, 9, 10, and 11, received high ratings, indicating their suitability and effectiveness. However, the exercises in images 2, 6, and 8 received low ratings and were categorized as needing to be replaced.

These low ratings indicate that the exercise format presented technical challenges or unclear instructions, thus requiring refinement.

The large-group trial showed a decline in the feasibility rating. The percentage obtained was 58.46%, which falls into the "replaceable" category. This decline indicates that when applied to a larger number of participants and with a wider range of ability levels, some exercises become less effective. The exercises in Figures 2, 3, 6, and 7 again received low ratings, indicating the need for more significant revision. However, the exercises in Figures 1, 4, 5, and 8 remain in the "used" category, so they are still relevant for implementation with some minor adjustments.

The results of the study indicate that the developed training model has strong potential for use in teqball learning, although it still requires revision based on the findings from both trial groups. Expert validation indicated that the training was substantively and technically appropriate, while the field trial emphasized the importance of clear instructions, simplified movements, and adjusted difficulty levels. The differences in results between the small and large groups emphasize that the training model needs to be designed more adaptably to be used by students with different abilities. By revising parts deemed inappropriate, this training model has the potential to become an effective guide for improving ball control skills in teqball in sports education settings.

CONCLUSION

This study aims to improve the teqball playing skills of PJKR students class of 2025 through the development of exercises that help them control using their feet when playing teqball. The training models that have been tested include 11 models, namely 1) alternating foot control exercises 2) circle control exercises 3) moving control exercises 4) high pass control exercises 5) pair control exercises 6) moving control exercises 7) inside foot control exercises 8) outside foot control exercises 9) instep control exercises 10) wall control exercises 11) table bounce control exercises.

Based on the results of expert validation and field trials, it was obtained that the feasibility of the product of ball control training variations in teqball games was assessed as quite good but still needed improvement. The learning expert validation gave a percentage of 65%, while game expert 1 and game expert 2 gave an assessment of 77% and 71%, respectively, which indicates that the concept, material,

and training techniques were deemed suitable for use with some revisions. In the small group trial, the total score obtained was 1,183 out of a maximum score of 1,500, resulting in a percentage of 78.86%, which indicates that most of the training variations were considered good, effective, and can be used in ball control training. Meanwhile, in the large group trial, the total score reached 1,403 out of a maximum score of 2,400 with a percentage of 58.46%. Overall, the data indicates that the product has high feasibility based on expert validation and positive responses in small groups, but requires improvement to be optimally applied to large groups and for wider use.

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