

Implementation of Rules and Routines in Physical Education Teaching and Learning in Yogyakarta

Sriawan¹, Abdul Mahfudin Alim¹

¹*Faculty of Sport Sciences, Universitas Negeri Yogyakarta, Jl. Colombo No.1 Yogyakarta, Indonesia*

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Abstract: The purpose of this study is to identify the implementation of rules and routines in physical education teaching and learning in Special Region of Yogyakarta (DIY). The design and methodological approach employed in this study is descriptive method study. The descriptive method design used is descriptive quantitative. The population in this study is physical education teachers who teach at public elementary schools, public junior high schools and public senior high schools in Yogyakarta. Using purposive sampling as the sampling technique, this research only took those who teach at public schools as the samples of the research. Furthermore, this research also used proportional sampling; the researchers only took 12.5% of physical education teachers at each level of education. To collect the data, questionnaire was used. The research subjects consist of 233 teachers who are teaching at different levels; 185 teachers are teaching at elementary school level, 27 teachers are teaching at junior high school level, and 21 teachers are teaching at high school level. Based on the results of data analysis, identification of the implementation of rules and routines in physical education teaching and learning in Yogyakarta as a whole are categorized sufficient, with the average value (mean) of 35.57 (64%). The identification of the implementation of rules falls into the category of sufficient with the mean value of 20.45 (54.1%) while the implementation of routines falls into the category of good with the mean value of 14.91 (54.1%).

1 BACKGROUND

There are no productive activities that can work in a group without cooperation among its members. We all have seen or felt a learning stopped because of the attitude of one or two students. Therefore, the basic task of teachers in the classroom is to create orders to obtain and maintain collaboration with students in various activities or class activities.

The purpose of classroom management is to maintain positive and productive learning environment. Classroom management is a complex behavior problem, and teachers use it to create and maintain classroom conditions in such a way where students can learn well and achieve the learning goals effectively and efficiently.

Handling a multidimensional physical education classroom where many physical activities are carried out in an open space becomes a challenge for physical education teachers. To make the students cooperative, a teacher needs to plan various activities, prepare materials, make behavioral and academic guidance which are appropriate for

students, provide clear signals, make smooth transitions, and many more. In other words, a physical education teacher must know good classroom management.

Many studies have found that not all time allocated for academic activities is actually spent on those activities. The time of engagement depends on the teacher's ability to organize and manage the classroom as an effective and efficient learning environment where tasks or activities run smoothly, transitions are brief and regular, and little time is spent due to disturbances related to student behavior. Without efficient rules and procedures, a lot of time is only spent on controlling the students' behavior.

Physical education teachers must create a positive atmosphere by managing the learning environment so that the students feel safe and comfortable. Classroom management is therefore a technique used by a teacher to maintain learning environment that is relatively free from various behavioral problems. A managerial system related to classroom management in an effective physical

education learning begins with rules and routines or procedures that are applied.

Physical education does not only pay attention to the activity taken place; it also takes into consideration the beginning and the completion of activities such as the arrangement of physical education class, the ways the students come to the class, how they change clothes, until how they leave the class. Therefore, a physical education teacher must be able to arrange the class in a such way so that there will be no problem that can disrupt the learning process.

Generally, the problems that often emerge in a physical education class are related to student behavior problems which tend to inhibit learning activities. To anticipate those problems, the teacher must always have awareness of what is happening in the classroom, pay attention to all students, and be aware of potentially deviant behavior.

Problems faced by teachers, both beginner and experienced ones are related to classroom management. The challenge as a teacher of physical education is to create learning environment that supports the implementation of teaching and learning process so that the students can achieve their learning goals. Success in the teaching and learning process begins with good class management.

Based on a focus group discussion (FGD) of physical education teachers conducted in Gunungkidul regarding classroom management, it is found that some teachers still faced several challenges in managing student behavior. Physical education teachers said they already have rules and routines/procedures. Actually, they would not experience many difficulties if they had implemented those rules and routines. The problem is that they did not have them in a written form. In fact, rules and routines should be published to all people who are involved, so that the learning process will not be disturbed because of problems related to attitudes (behavior). Early handling in classroom management refers to proactive actions, not reactive, which are done by applying rules and routines.

From the background above, the researchers conducted a limited survey to the teachers of physical education in Special Region of Yogyakarta as a preliminary study to amplify data collection. This limited survey was carried out through online surveys using questionnaire. The results of the limited survey conducted by researchers through online surveys show that in general, each school already has school rules and procedures (school policy). However, not all schools and physical education

teachers have rules and routines for their classes, especially in the form of written rules. The results of the survey furthermore show that there are only 18.18% of respondents who made written rules and routines.

As we know, the rules will be strong if it is made in a written form and it is clearly explained and understood by those who are involved in this matter, including the principal, other subject teachers, the students itself, and more importantly the parents / guardians of the students. So, when the students get the consequences of violations they have made, their parents will also know it. Therefore, the researcher continued to conduct broader research to find out more clearly the identification of the application of rules in physical education learning in Special Region of Yogyakarta.

2 THEORITICAL REVIEW

2.1 Implementation

Webster mentions that "short to implement" (means) means to provide the means for carrying out; (providing a means to implement something); to give practical effect to (cause impact / effect on something). Implementation is where the action is (Wahab, 2008). Implementation is a strategic stage where closeness to customers, achievement of competitive advantage, and pursuit of excellence come true (Pearce and Robinson, 2008). Implementation is as implementation or application. The definition of implementing is implementing or implementing (Ministry of National Education, 2008).

According to some experts above, implementation can be defined as a realization in the form of action. So it can be concluded that the implementation / application in a learning is more directed to the application in the form of actions that are in accordance with existing theories in a real way to support a learning process.

2.2 Rules and Routines

A successful managerial system begins with the development and formation of rules and routines in the class. In planning rules and routines, the teacher must consider the needs of students and the physical environment of the class. Some literature states that it is very important for teachers to create the right learning environment on the first day at the beginning of the new school year. Why should it be

at the beginning? Because if it is done in the middle of the semester, there are things related to inappropriate behavior the teachers cannot control since there is not any clear rule regarding the behavior. On the other hand, if the rules have been explained from the beginning, everything will go well. Therefore, it is suggested that teachers need to explicitly teach the rules and routines and to constantly monitor them, and make these activities as their routine afterward.

Rules refer to general expectations for behavior in specific tasks. We identify appropriate and inappropriate behavior and situations in certain behaviors that are acceptable or unacceptable. Routines are procedures which need to be followed in daily classroom activities. In particular, routines refer to specific procedures for carrying out tasks in the class. The teacher must establish routines frequently and make them as assignments so that more time can be dedicated to the substantial part of the lesson. If we do not have rules and routines, our time will be wasted because it is only spent to remind students of their attitude (behavior).

Siedentop explained in Mawer (1995) that rules and routines are the foundation of a "managerial work system" which is a structure that is unambiguous and clearly defined, and which regulates the limits of behavior and expectations of the teacher. Meanwhile, Tannehill (2013) explained that an effective management system have a beginning from the development of routines and the determination of class rules for appropriate behavior. The two experts above explain that rules and routines are an important unity and are a foundation for managing classes in order to create behavior as desired. Applying clear rules and routines will certainly create an effective learning atmosphere while forming student behavior or character.

According to Kamus Besar Bahasa Indonesia (KBBI) rules are the order (instructions, rules, provisions) that are made to regulate things. Hurlock (1978) argues that rules are a pattern which is set for behavior. Rules or orders are something to regulate behavior that is expected to occur to someone (Ekosiswoyo and Rachman, 2002). Rules and orders are something to regulate the behavior expected of students. Arikunto (1993) also suggests that class rules are applied to provide control of student behavior expected by the teacher. Likewise, Ambarita (2006) defines classroom rules as guidelines agreed upon between the teacher and all class members which are used to manage all available resources in the class.

Based on the above understanding, it can be concluded that rules are things provided to regulate something as desired. Therefore, the application of rules in the classroom is a key to control a class that is expected by the teacher so that the learning can take place efficiently. The learning process in physical education classroom is slightly different from other learning classes. Physical education learning process is often done outside the room or at the sports hall / gymnasium, so the rules that must be applied are of course a little bit different. Rink in Evridiki, et al. (2010), provides the following guidelines for teachers in preparing rules: (1) rules should be developed cooperatively with students when it is possible, (2) rule should be communicated in language that is age appropriate, (3) rules should be few (four to seven) so the students will remember them, (4) state rules positively and provide both positive and negative examples, (5) rules must be consistent with school rules, (6) develop the consequence and clearly identify their relationship to rules violation, (7) reinforce the rules consistently and fairly, and (8) make sure the students understand the rules

Physical education classes may be slightly different compared to regular classroom settings. In addition, the unique context of physical education learning requires additional rules to make the learning meaningful and positive. Siedentop and Tannehil (2000) suggest that the rules for physical education class must include the following categories: (1) safety, (2) respect for other, (3) respect for the learning environment, (4) support for other learning, and (5) trying hard.

According to Rink (2006) in (Evridiki, et al., 2010), the following rules are generally the basis for making positive and safe environment in physical education: (1) when others are talking, we try not to talk, (2) we are supportive of our classmate' effort, (3) we respect the rights of others, (4) we take care equipment, and (5) we try our best.

Rules consist of written rules and unwritten rules in which written rules have legal or formal legal power while unwritten rules are limited to verbal agreement. Good way to teach students about class rules and let them do a review is to publish the rules in a public area, such as locker room or the entrance of a gymnasium (Matzler, 2005) explains that a. Brenny and Martin (2005) also suggests several consideration in implementing rules: (1) spend time introducing classroom rules by explaining, modeling, and practicing the rules, (2) post the rules of the classroom on the wall near the designated area where you will talk to students who misbehave, (3)

send a copy of the rules home with students with a section for parents/guardians and students to sign that they agree and will abide by the established rules.

When establishing rules, develop the consequences that will result in if the rule is not followed. State rules positively to show students how to behave instead of stating how not to behave. A negative indicates that students are doing something wrong. Physical education learning must indeed have a good learning atmosphere so that problems can be minimized. Good rules will certainly support the learning atmosphere. Rules will help children learn behaviors needed to work with others and make children learn discipline. According to some experts above, rules are something that is sought to regulate and the means to achieve something to fit the desired goals. Rules will also be better if they are written, so that they will be legally strong. Rules are studied through written rules and through continuous examples, so that they get the right and appropriate responses to the rules. In order for rules to be more effective, rules must be clear and enforced fairly and consistently.

Based on the above explanation, it can be concluded that several things need to be considered in applying / implementing rules in physical education classroom, namely: rules should be developed cooperatively with students; rules should be communicated in language that is age appropriate; rules should be few (four to seven) so the students will remember them; rules should be stated positively with the provision of both positive and negative examples; rules must be consistent with school rules. Furthermore, several things can be done to implement the rules: develop the consequence and clearly identify their relationship to the rules' violation; reinforce the rules consistently and fairly; make sure the students understand the rules. Lastly, the rules should include several ideas, namely safety, respect and be polite with others; respect for the learning environment; support for other learning; trying hard and must be published.

2.3 Routines/Procedure

Routine comes from the word "routine", which based on Kamus Besar Bahasa Indonesia, it has two meanings: the skills (intelligence) obtained by someone because it is done repeatedly; habits, or anything that is usually done (Poerwadarminta, 2006). Routines specify procedures for performing tasks within the classroom. Any tasks that are repeated frequently (for example, attendance, stop

and start signals) should be made into a routine (Tannehil, 2013). It can be concluded that a routine, which can be called as procedure, is an activity carried out regularly and repeatedly to achieve a thing.

Procedures, often called routines, describe how various activities are carried out in the classroom; procedures are a way to solve various things in the classroom. As mentioned before, routines, or the procedures for completing assignments or special tasks in class differs from regulations. In this case, routines / procedures usually refer to special activities and they are usually intended to complete tasks rather than prohibiting behavior (Graham et al., 2001). Routines must also be taught at the beginning of the year. Students will need more practice in doing their routines and constant reinforcement. Literature shows that the most important factor that influence the formation of routines in the classroom is the level at which teachers consistently strengthen routines. Research also shows that routines need to be taught specifically as one of the teaching content. Teaching routines mean that the teacher must use explanation, demonstration, practice with feedback, and all other elements related to learning. In other words, the key to teaching routines effectively is not different from the key to teaching sports skills (Siedentop & Tannehil, 2000). Siedentop & Tannehil (2000) provide the following teaching strategies in determining routines: (1) explain and show. Explain procedures in comprehensible language for a certain age, and show them clearly to the students, (2) show by example. Showing the wrong way to do something rather than showing it the right way, (3) practice. Provide opportunities to practice routines or procedures, (4) expect perfection, reward direction. You must expect children's perfection and support them because they gradually get better and better, (5) use a positive model. When students or groups successfully carry out the procedure, show it to the whole class, (6) provide feedback. Strengthen success and improvements and provide behavioral feedback specifically rather than general feedback, (7) use activities to practice the routine. Use several activities that allow children to practice certain routines, and (8) check children's understanding. Ask them to explain the procedure and why it's important to do it right.

Routines must be taught for all procedural aspects of the lesson. For example, children must know what to do when the teacher gives a signal for attention or how to return to the class. Literature shows that successful teachers must establish

routines for activities that commonly occur in physical education lessons. To run smooth and efficient learning, routines must be established during the following events: (1) Entering the gymnasium, (2) Getting Equipment, (3) Gathering, (4) Gaining attention, (5) Choosing partners, (6) Taking drinking water, (7) Establishing boundaries, (8) Finishing, (9) Leaving the gymnasium (Siedentop and Tannehill, 2000)

Children need to know the right procedures to handle those events. When the teacher has set a routine for physical education learning, students know what the expected behavior is and are more likely to behave appropriately (Rink, 2006). Fink and Siedentop also point out that to create effective physical education learning, the teacher must bring this up in his or her routine: (1) pupil method of gaining teacher attention, teacher method of learning pupil attention and request for quiet, (2) transitional management routines - subsidiary dispersals, pupils 'gathering' together (to a designated area) equipment (how to get equipment out, put equipment away, and ways of handling equipment); organizing pupils into pairs; up to returning to a central base, (3) instructional management routines -starting activity; defining boundaries of the class work space; defining boundaries of individual work space; retrieval of equipment (e.g. ball, shuttlecock, etc.) that may have invaded other pupils' work areas, (4) housekeeping routines or general knowledge of school procedures, such as: fire drill; dress; collection of valuables; grading/assessment; going for drink; accidents, and (5) closure routines -finish or end of activity routines and leaving the work space (gym or field) routines.

Carol Weinstein and Andy Mignano in Anita (2007) recommend teacher routines as follows: (1) administrative routine, (2) movement of students, such as entering and leaving or going to the bathroom, (3) housekeeping, such as watering plants and tidying their own things, (4) routines for lessons to be achieved, such as collecting assignments or returning homework, (5) interaction between teacher and student, and (6) talk to students.

Some of the above theories explain what technical aspects which must be present in a physical learning routine so that it can take place effectively. Using class routines consistently would lead to benefits for students' behavior and learning (Tannehill, 2013). It would be very useful if students practice and repeat classroom management routines, such as gathering, finding their own space, and putting equipment properly (Matzler, 2005). Although this will take a little longer at the

beginning, it will be very useful in the future since the routines will be done in an efficient and correct way. Kathleen Brenny (2005) recommends making a list of procedures that you must explain before school starts, demonstrations, and exercises. Periodically, hold class meetings to find issues that exist in the class, explain new procedures, or develop plans to create projects. Give students a way to show themselves, solve problems, and support one another.

From some expert opinions above, it can be concluded that the routine or procedure is an activity carried out regularly and repeatedly. Routine in physical education learning is also a procedure for carrying out tasks in physical education. Some things that need to be considered in designing physical education learning routines include practice and review, preliminary routines, transitional management routines, instruction management routines, housekeeping routines or general knowledge of school procedures, and closure routines.

3 RESEARCH METHOD

3.1 Design

The design and methodology approach in this study is quantitative descriptive. Descriptive research is a study conducted to see the description of the research objectives based on existing data. Particularly, this study is aimed to get an overview of implementation of rules and routines in physical education learning in Special Region of Yogyakarta.

3.2 Research Population and Samples

The population in this study was Physical Education teachers in DIY who teach at public elementary schools, junior high schools, and senior high schools in Yogyakarta. The sample techniques used were purposive sampling and proportional sampling. Purposively, this study involved those who teach at public schools as the sample. Proportional sampling technique was chosen because researchers only took 12.5% of physical education teachers at each level of education in DIY area.

3.3 Data Collection Techniques and Instruments

Data collection techniques and instruments employed a questionnaire with two answers, namely “Yes” or “No”. The research involved 233 teachers consisting of 185 elementary school teachers, 27 junior high school teachers, and 21 senior high school teachers. In total, 162 teachers filled in online form while 77 people filled in the form manually because they were not used to filling out questionnaires online.

The data were analyzed quantitatively through statistical techniques by looking at the frequency and percentage of the data distribution. The next stage of the study was analyzed in a descriptive analysis of the percentage (Syarifudin, 2010). The results of the data analysis were then categorized into good, sufficient and low.

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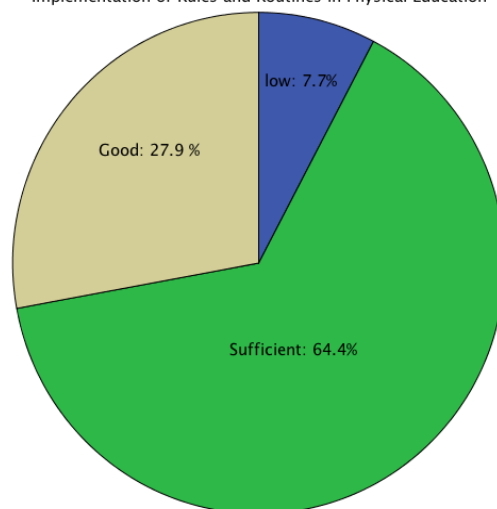


Figure 1: Pie chart of the implementation of rules and routines as a whole.

4 RESULTS

Statistical calculations identified that the implementation of rules and routines as a whole in physical education class in Yogyakarta falls into the category of sufficient. Statistical data calculations show mean: 35.37, std. deviation: 2.93, range: 15, minimum: 15, and maximum: 40. The categorization of the implementation of rules and routines as a whole is shown in the table below:

Table 1: Categories of the implementation of rules and routines as a whole.

Range Score	Category
>38.3	Low
32.44 ≤ 38.3	Sufficient
<32.44	Good

Table 2: Categories of the implementation of rules and routines as a whole based on percentage.

Interval	Frequency	Percentage	Category
1	18	8 %	Low
2	150	64 %	Sufficient
3	65	28 %	Good
Total	233	100%	

3.4 Rules Variable

Statistical calculations identified that the implementation of rules in physical education class in Yogyakarta falls into the category of sufficient. Statistical data calculations obtained show mean: 20.45, std. deviation: 2.15, range: 11, minimum: 11, and maximum: 24. The categorization of the implementation of rules is shown in the table below:

Table 3: Categories of the implementation of rules.

Range Score	Category
> 22.61	Low
18.3 ≤ 22.61	Sufficient
<18.3	Good

Table 4: Categories of implementation of rules and routines as a whole based on percentage.

Interval	Frequency	Percentage	Category
1	20	8.6 %	Low
2	126	54.1 %	Sufficient
3	87	37.3 %	Good
Total	233	100%	

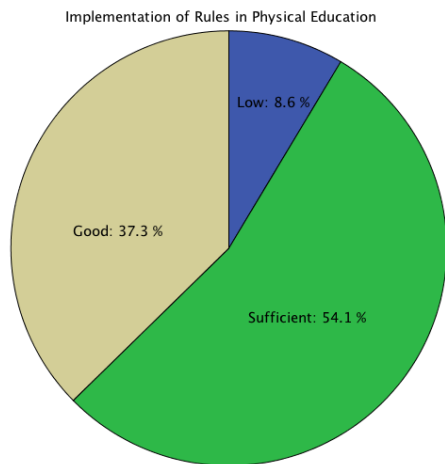


Figure 2: Pie chart of the implementation of rules.

Table 5: Percentage of answer “Yes” and “No” for each indicator of rules.

No	Indicator	Answer	
		Yes (%)	No (%)
1	Rules should be developed cooperatively with students	93	7
2	Rule should be communicated in language that is age appropriate	97	3
3	Rules should be few (four to seven) so student will remember them	79	21
4	State rules positively and provide both positive and negative examples	95	5
5	Rules must be consistent with school rules	93	7
6	Develop the consequence and clearly identify their relationship to rules violations	98	2
7	Reinforce the rules consistently and fairly	98	2
8	Make sure the students understand the rules	90	10
9	Safety	83	17
10	Respect and be polite with others	95	5
11	Respect for the learning environment	97	3
12	Support for other learning	89	11
13	Trying hard	94	6
14	Published	39	61
Total percentage		89	11

From the table above, it can be concluded that the rules have been implemented well. However, there is still an indicator that need to be considered, namely the indicator of publication. It can be seen that only 39% of the respondents said they had published the rules, while 61% of them had not yet published the rules. Occasionally, a theoretical study of the subject is conveyed to the local government and announced in a public area, such as in the changing rooms or at the entrance of a sports hall/gymnasium.

3.5 Routines Variable

Statistical calculations identified that the implementation of rules in physical education class in Yogyakarta falls into the category of sufficient. Statistical data calculations obtained show mean: 20.45, std. deviation: 2.15, range: 11, minimum: 11, and maximum: 24. Categorization of the implementation of rules is shown in the table below:

Table 6: Categories of the implementation of rules and routines as a whole.

Range Score	Category
> 16.208	Low
13.61 ≤ 16.208	Sufficient
< 13.61	Good

Table 7: Categories of the implementation of rules and routines as a whole based on percentage.

Interval	Frequency	Percentage	Category
1	76	32.6 %	Low
2	49	21.0 %	Sufficient
3	108	46.4 %	Good
Total	233	100%	

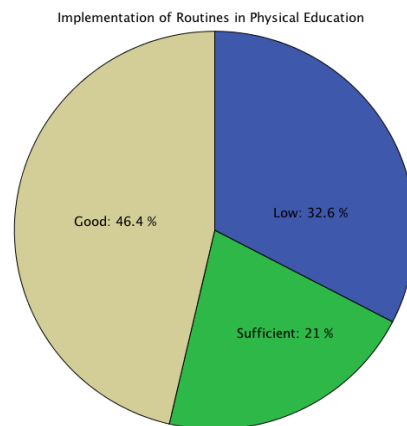


Figure 3: Pie chart of the implementation of routines.

Table 8: Percentage of answer “Yes” and “No” for each indicator of routines.

No	Indicator	Answer	
		Yes (%)	No (%)
1	Practice and review	82	18
2	Preliminary routines	98.5	1.5
3	Transitional management routines	97	3
4	Instruction management routines	96	4
5	Housekeeping routines or general knowledge of school procedures	84	15
6	Closure routines	98	2
Total percentage		93	7

From the table above, it can be concluded that the application of routines can be said to have been implemented very well. It can be seen that only 7% of the respondents who said no (did not implement the routines) while 97% of them said they had implemented the routines.

4 CONCLUSIONS

Based on the data from the results of the questionnaire described above, it is evident that the implementation of rules and routines as a whole falls into the category of sufficient. The results furthermore show that overall physical education teachers already have rules and routines in their classroom.

The implementation of the rules is categorized as sufficient. The results of the identification of the indicators show that the indicator for publication of rules requires attention, because most of the physical education teacher did not publish their rules.

The implementation of routines falls into the category of good. The results of the identification show that there was not any problem found in implementing routines in the physical education classroom.

The implementation of rules and routines in several literatures is always discussed together in one theme. The application of good rules and routines will create a conducive classroom atmosphere. Therefore, it is necessary for physical education teachers to understand the rules and routines, how they are made and applied, since physical education class sometimes involves outdoor or field activity which makes the subject have

greater challenges compared to other subjects at school.

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