



Implementation of Problem-Based Learning in Physical Education, Sports, and Health (PJOK) for Large-Ball Instruction at SMPN 14 Kota Bima

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Abstract

Objectives: This study aimed to describe the implementation of the Problem-Based Learning (PBL) model in teaching large ball material in Physical Education, Sports, and Health (PJOK) at SMPN 14 Kota Bima.

Materials and Methods: This study employed a qualitative approach. Data were collected through classroom observations, interviews, and documentation. The participants included PJOK teachers and students involved in the learning process. The collected data were analyzed through three stages: data reduction, data display, and verification to obtain a comprehensive understanding of how PBL was applied in the classroom setting.

Results: The findings showed that the implementation of the PBL model in PJOK learning for large ball material was categorized as fairly good. However, the application of PBL had not been fully optimal. Not all learning materials could be effectively delivered through the PBL model, and its implementation required more preparation, strategy, and energy from teachers. Student participation also emerged as an important factor in the success of PBL-based learning, yet many students were still not actively engaged in the expected learning process. In addition, although the available facilities, infrastructure, and learning media were generally adequate to support learning activities, some of them were not in proper condition for effective use. Another challenge identified was that the learning process still tended to place the teacher as the main center of instruction, indicating that student-centered learning had not been fully achieved.

Conclusions: The implementation of the PBL model in PJOK learning on large ball material at SMPN 14 Kota Bima has shown fairly good results, but several obstacles remain. Student readiness, limited active participation, the persistence of teacher-centered practices, and some inadequate facilities continue to affect the effectiveness of PBL implementation. Therefore, greater preparation, improved instructional strategies, and stronger support for student engagement are needed to optimize the use of PBL in PJOK learning.

Keywords: Problem-Based Learning; Physical Education; Large-Ball Games; Student-Centered Learning; Junior High School.

Introduction

Implementation is the process of developing a concrete design or plan into a usable product or service. It involves testing, development, implementation, and evaluation. This process focuses on problem-solving and ensuring that the product or service is produced according to the specified quality. Implementation can also be referred to as execution, operation, or implementation. According to Browne and Widavsky in Arinda Firdianti (2018: 19), implementation is "the expansion of mutually adaptable activities." The definition above shows that the word implementation boils down to the activity of action, action, or the mechanism of a system .

The term mechanism implies that implementation is not merely an activity, but a planned activity carried out seriously based on certain normative references to achieve the activity's objectives. Muhammad Ali (2017: 51) states that implementation comes from the *English word to implement*, which means to implement. Implementation is the provision of means to carry out something that has an impact or effect on something. In the context of curriculum implementation, several opinions outlined above emphasize the process. Essentially, implementation is a process or activity used to convey ideas, programs, or expectations that are outlined in the form of a (written) program design so that they are implemented according to the design. Each approach reflects a different level of implementation. Miller and Seller in Mulyasa (2013: 93) explain that curriculum implementation is the process of applying concepts, ideas, programs, or curriculum structures into learning practices or new activities in such a way that changes occur in the group of people expected to change.

Based on this description, it can be concluded that curriculum implementation involves the application of the curriculum and learning program, including the preparation of teaching materials, teaching and learning activities, evaluation, and teacher development. The teacher's role in curriculum implementation is to assist students in achieving their respective competency standards. Teachers must develop appropriate learning strategies and create a conducive environment for students to explore information and build knowledge.

Physical Education (PJOK) learning involves understanding and applying the concepts of physical health, physical activity, character education, and skills development. In other words, it creates an understanding of the importance of exercise, fitness, and health in everyday life, as well as developing physical skills and positive character. According to Dini Rosdiani (2015: 1), physical education is an educational process through providing learning experiences to students in the form of physical activities, play, and sports that are systematically planned to stimulate physical growth and development, motor skills, thinking skills, emotional, social, and moral.

Physical education aims to train students to participate in physical activities, including experiential activities and skills related to physical activities, to develop health, fitness, skills and critical thinking. This means that physical education should lead to a deeper understanding of how our bodies work and how they can be used to achieve optimal health and fitness. Physical education also aims to promote the values of volunteerism, love, togetherness, and well-being for students. Mulyasa (2015: 132) continued, learning is a process in which teachers carry out certain tasks so that students are able to learn to achieve the expected educational goals.

According to Utama (2011: 2) Physical education is an inseparable part of education in general that influences students' potential in cognitive, affective, and psychomotor aspects through physical activities. Meanwhile, according to Rismayanthi (2011: 12) "Physical Education, Sports, and Health is basically education through physical activities to achieve comprehensive individual development." Physical education is essentially an educational process that utilizes physical activities to realize holistic changes in individual quality, both in

physical, mental, and emotional aspects. Physical education is an educational process that uses systematically planned physical activities with the aim of developing individual cognitive, understanding, neuromuscular, and emotional qualities in order to improve the quality of national education (Rosdiani, 2013: 23).

Based on the opinions of the experts above, it can be concluded that PJOK learning is learning that leads to a systematic interaction process between students, environmental conditions and teachers in various physical activities to encourage motor development, levels of knowledge, attitudes and healthy lifestyle habits.

Understanding Big Ball Games Big ball games are games using a ball played by two teams on a field. This game has several different tactics and can challenge players to improve their skills. According to Romlah (2022: 15) big ball games are a form of game that uses a large ball, in this type of sport requires media such as a field and a ball, played by various people (teams). Meanwhile, according to Widiastuti (2019: 5) big ball games are one of the sports played in groups using the main tool in the form of a ball with a diameter of more than 50 cm.

Wijaya (2022: 53) states that in large ball sports games there are several types of sports games that are often taught in learning, including the following: (1) Football. Football is the most popular type of large ball game in the world. Historically, football originated in China. The game consists of 2 teams of 18 with 11 main players and uses a ball with an average diameter of 68-71 cm. Football lasts for 2 halves with a duration of 2 x 45 minutes (90 minutes). (2) Basketball. Basketball is a type of large ball game that uses hand strength in playing the ball to put it into the opponent's ring. This game is played by two teams with each team consisting of 5 people. Each team also has 5 reserve players who can make substitutes at any time. A basketball match lasts for 4 x 10 minutes. Each half has a 10-minute break. The ball used in basketball has a diameter of 74-75 cm and weighs up to 624 grams. There are 2 standard courts used in basketball games, namely 28.5 x 15 meters according to the National Basketball Association (NBA) and 26 x 14 meters according to the International Amateur Basketball Federation (FIBA). (3) Volleyball. Volleyball is a game played by two teams competing against each other. The difference is, volleyball must use a net to divide each area. If soccer is played by each team with 11 players, volleyball consists of 6 players. The ball used in volleyball matches usually has a diameter of 65-67 cm with a weight of approximately 260-280 grams. The team that first manages to score 25 will be the winner in a round. Usually a volleyball match lasts 3-5 rounds.

In the 2013 curriculum, PBL is implemented to improve students' abilities in developing critical, creative, and responsible thinking skills, as well as improving communication and collaboration skills. According to Lidinillah (2013: 18) the *problem-based learning model* is a learning model that uses various thinking skills from students individually or in groups as well as real environments to solve problems so that they are meaningful, valid, and contextual.

Meanwhile, according to Mulyasa (2015: 144), *problem-based learning* is a learning model that aims to stimulate students to learn through various real-life problems, connected to the knowledge they have learned. This *problem-based learning model* primarily emphasizes students' interest in problems that arise in society. After that, students define the problem to be investigated as the object of study. These problems can be caused by individual student concerns, or they can originate from group concerns, reactions to public issues, or society in general.

Method

According to Sugiyono (2013: 2), a research method is essentially a scientific method for obtaining information with a specific purpose and benefit. Based on this, there are four

key words that need to be considered: scientific method, information, purpose, and benefit. According to Darmadi (2013: 153), a scientific method is a method used to obtain information with a specific purpose. The scientific method means that research activities are based on scientific principles, namely, rational, empirical, and systematic.

From the description above, it can be concluded that the scientific method is a scientific procedure for obtaining data with a specific purpose and benefits. The research method used in this study is descriptive qualitative. The researcher used this research because it is not related to numbers, but rather explains, describes, and illustrates the application of the *problem-based learning method* for the subject of Physical Education (PJOK) large ball material for grade IX, including planning, implementation, and evaluation as well as problems that arise during the learning process.

Sugiyono (2012: 1) states that qualitative research is research that is conducted in natural settings, the presence of the researcher as a *human instrument* without influencing the research conditions, information collected through triangulation is using various methods of collecting information in combination, information analysis is inductive in nature and research results emphasize meaning rather than generalization.

Data collection techniques play a crucial role in the development of research, as the primary goal of research is to obtain data. According to Sugiyono (2017: 194), information collection methods can include interviews, questionnaires, observations, and a combination of the three. Qualitative research is typically conducted in a natural setting, the environment in which the research takes place.

Although the data sources used by the researcher were primary sources, the researcher obtained the data directly from informants. The data collection methods and techniques used were observation, interviews, and documentary research. To obtain the necessary data, the researcher used the following techniques:

Observation, According to Sugiyono (2018: 229) Observation is a data collection technique that has characteristics compared to other techniques. Observation is not limited to people, but also to other natural objects. The researcher collected data by observing the learning of PJOK material on large balls using *the problem-based learning method* in grade IX PJOK teachers from the beginning of the lesson to the end of the learning activity.

Esterberg Interview in Sugiyono (2015: 72) An interview is a meeting between two people where information or ideas are exchanged through questions and answers in a way that can be narrowed down to conclusions or meanings about a particular topic. Researchers use data collection techniques through interviews. Data collection techniques through interviews are very important because researchers can develop problems when the data is obtained through less in-depth observations. Researchers use semi-structured interviews with the aim of finding open problems. Through interviews, researchers can understand the implementation of problem-based learning including planning, implementation, evaluation and obstacles. Researchers use interviews to obtain information from the principal, physical education teachers.

Documentation. According to Sugiyono (2015: 82), documentation is a recording of past events and can take the form of writing, drawings, or monumental works of art. Researchers document lesson plans, syllabi, and drawings as the results of documentation.

Data Analysis Techniques . Data processing in this study uses descriptive analysis. qualitative, namely compiling data which is then explained and analyzed and carried out simultaneously with data collection. The data processing process follows the theory of Miles and Huberman, as quoted by Sugiyono, that the data processing process goes through three stages, namely data reduction, data presentation (*data display*) and data verification or withdrawal conclusion. The collected data is then processed and analyzed using the following steps:

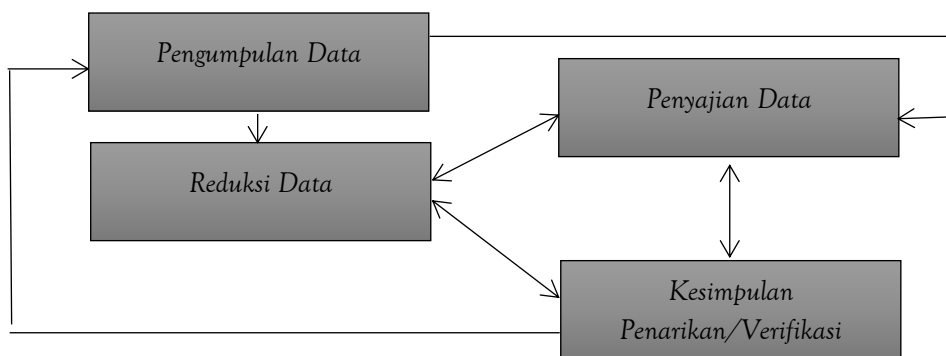


Figure: 1. Components of data analysis: interactive model (Miles & Huberman. 2019: 20)

Checking the validity of findings. Obtaining reliable data certainly requires data validity checking techniques based on a number of specific criteria. As is known, in qualitative research, a researcher uses techniques to test data validity through extended participation, observer persistence, triangulation, and peer discussion.

Results and Discussion

Based on the results of interviews and observations that have been conducted, the teacher has carried out the learning process well, the method in the lesson plan (RPP) that is implemented into the learning process of large ball PJOK which is often used is the *Discovery Inquiry Learning learning method*, while in the learning process the teacher has applied the *problem based learning method*. The PJOK subject teacher in the implementation of learning has applied several syntax sequences of the *problem based learning method*, however, there are still syntax sequences that have not been applied by the teacher correctly. The teacher has oriented students to the problem, divided students into several groups, the teacher has facilitated students to display their work or discussion results in front of the class.

The results obtained after conducting interviews with PJOK teachers, principals and students regarding the facilities and infrastructure at SMPN 14 Kota Bima, are as follows:

“The Physical Education teacher stated: “In my opinion, as the physical education teacher here, the available infrastructure meets the standards to support learning, especially for large balls like volleyball, soccer, and basketball. The other infrastructure is also quite good, although it is old, but it is still well-maintained and well-maintained, so it is still suitable to support physical education learning at this school.”

Meanwhile, according to the principal, the following:

"Regarding facilities and infrastructure, we follow the requests of subject teachers. If there are no requests, the school assumes the infrastructure is sufficient, especially for each subject teacher. So, at the end of each year, we ask teachers to submit their learning needs. If there are no requests or input, it's considered sufficient. And so far, I think it's sufficient, sir."

The above statement is also supported by students, who state that:

"Yes, sir, especially for soccer and basketball and others, we also use good balls."

Based on the statements from the principal, teachers and students above, it can be concluded that the facilities and infrastructure at SMPN 14 Kota Bima can be said to be in quite good condition and are sufficient, however, there are several learning tools that need to be renewed because they are outdated and unsuitable for use.

Discussion

This study aims to describe the implementation of physical education, sports, and health (PJOK) learning on large ball material at SMPN 14 Kota Bima using the *problem-based learning method*. Based on the results of research on the implementation of PJOK learning on large ball material at SMPN 14 Kota Bima which was applied to grade IX, it has been quite good in the ongoing learning process. Physical learning is a means to encourage the development of motor skills, physical competence, knowledge and reasoning, appreciation of values (attitudes, mental-emotional-religious and social), as well as healthy living habits to stimulate balanced growth and development. Nothing is complete without the presence of physical education, and there is no quality physical education without a very creative and improvisational learning concept, a teacher in carrying out his duties as a teacher.

Similarly, Slameto (2015:29) stated, "Teaching is the transfer of culture in the form of experiences and skills to our students. Or an effort to pass on the culture of society to the next generation as the next generation." Meanwhile, according to Oemar Hamalik (2014:45), "Teaching is the activity of organizing or managing the environment as well as possible so as to create opportunities for children to carry out the learning process effectively." Currently, most schools in Indonesia have used the independent curriculum. However, for grade IX in junior high schools in most regions in Indonesia, the 2013 curriculum is still used.

For example, SMPN 14 Kota Bima has implemented the independent curriculum for new students and for grade IX using the 2013 curriculum. However, the learning process sometimes does not match the expectations of the 2013 curriculum. Various obstacles are faced by teachers, usually obstacles in the use of learning methods. Curriculum implementation is the process of implementing new ideas, programs, or activities with the hope that students or educators can accept and implement changes to a learning and achieve the expected results. Curriculum implementation will reach the implementation of learning, especially how to ensure that students master the curriculum content appropriately and optimally.

Mulyasa (2015: 144) defines *problem-based learning* as a learning model that aims to stimulate students to learn through various real-life problems, connected to the knowledge they have learned. Physical Education (PJOK) learning at SMPN 14 Kota Bima sometimes tends to be monotonous and seems monotonous, especially for female students. Therefore, a method is needed that can be adjusted to the environment and material being taught, one of which is the problem-based learning approach.

problem-based learning model is designed to prepare students with relevant skills and knowledge to face real-world challenges. It helps students become more active learners, more critical thinkers, and better solvers in various aspects of their lives. The application of the PBL learning model in the subject of PJOK on the big ball material is like giving students a problem, namely finding or demonstrating a correct or effective movement with the resources provided by the teacher, then students are required to find movements and errors that occur during the learning process, then find solutions together and present them in front of the class during learning. In its application, the application of the PBL learning model in PJOK subjects is more often an initiative of teachers and schools in order to improve the quality of learning.

Minister of Education and Culture Regulation Number 103 of 2014 states that the description of learning activities in the syllabus in a more operational form, namely a scientific approach, is adjusted to the conditions of students and educational units, including the use of media, tools, materials, and learning resources. Furthermore, teachers have not fully implemented the principle of student learning independently. Learning carried out using a scientific approach in the 2013 curriculum that has been implemented by PJOK teachers includes three main activities: introduction, core activities, and closing activities.

This is in accordance with the implementation of learning according to the Attachment to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 103 of 2014. Teachers also rarely convey the competencies learned and their benefits in everyday life. Even though this learning aims to help students solve everyday problems by understanding the benefits of the skills they will acquire. Learning activities in the preliminary activities carried out by teachers are in accordance with the preliminary activities contained in the Attachment to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 103 of 2014, although teachers do not always complete all preliminary activities at each meeting.

The function of preliminary activities in learning is to create an effective start to learning which allows students to follow the learning process optimally. The preliminary activities carried out by the teacher begin with lining up students, counting, praying, taking attendance, followed by apperception and motivation including delivering the material to be studied during the meeting, linking the current lesson material with students' previous experiences or learning, conveying the benefits of the learning material, and conveying the competencies to be achieved.

Some things teachers don't do in introductory activities are asking challenging questions to motivate and communicate the scope and assessment techniques that will be used. Teachers begin basic learning activities by instructing students to form groups to facilitate learning, then students have the opportunity to observe the textbook or slides prepared by the teacher. After observing, the teacher helps students ask questions and allows students to ask questions if they feel they don't clearly understand the lesson content. If no one asks questions, the teacher helps students gather information or try to practice the material that has been studied previously with friends in the group.

Teachers allow students to experiment freely until they truly understand the material being studied. During core learning activities, teachers implement learning sequentially by presenting material, namely problems that need to be solved systematically. In addition, teachers also carry out class assignments well so that the classroom atmosphere is comfortable and enjoyable for following the learning, and teachers also apply learning methods that help foster positive habits and attitudes, one of which is teachers always reprimand and even give educational punishment to students who are proven to have long fingernails or disobey other school rules.

This is done as a form of effort to implement clean and disciplined living and foster a positive attitude in daily life. In implementing the *problem based learning model* in the learning process, it can be done with the following procedures: (1) Orienting students to the problem. From the results of research at SMPN 14 Kota Bima in its application in the field and in the classroom, the teacher gives examples of movements through media in the form of learning videos, namely basketball material where the teacher introduces basic shooting techniques in basketball games through the displayed learning media. This is in accordance with Nur Sumiyarsih (2016) who stated that the stage when orienting students to the problem is to focus students (observing) the problem that is the object of learning. (2) Organizing learning activities. From the results of research at SMPN 14 Kota Bima in its application in the field and in the classroom, it was found that the teacher gave students the opportunity to ask questions about the material displayed in the learning video. This is in accordance with Nur Sumiyarsih (2016) who stated that organizing learning is one of the activities so that students convey various questions (ask) regarding the problems presented. (3) Guiding independent and group investigations. From the results of research at SMPN 14 Kota Bima in its application in the field, students carry out and try to practice the material in the field. Here students are divided into several groups to solve problems given by the teacher with their respective teams. Each student is also required to try to learn independently. This is in

accordance with Nur Sumiyarsih (2016) who stated that at this stage students conduct experiments (try) to obtain data in order to answer or solve the problems studied. (4) Developing and presenting the results of the work. From the results of research at SMPN 14 Kota Bima in its application in the field, students in each group have tried, and the teacher ordered each group to come forward to present the material that has been practiced in front of the class. Each student who has displayed the correct movements receives appreciation from the teacher. This is in accordance with Nur Sumiyarsih (2016) who stated that students connect the data found from the experiment with various other data from various sources (communicating). (5) Analysis and evaluation of the problem-solving process. Based on the results of research at SMPN 14 Kota Bima in its application in the field, after all groups performed the movements in front, in the final session of the lesson, the teacher and students analyzed and evaluated the material and movements that had been practiced. They reviewed which movements still had errors and the causes of the errors. This is in accordance with Nur Sumiyarsih (2016) who stated that after students received answers to existing problems, they were then analyzed and evaluated (reasoning).

In the syntax of the *problem based learning model*, it is centered on the active role of students in problem solving and collaboration in groups. This allows the development of problem-solving skills, critical thinking skills, and a deep understanding of the learning material. The application of the PBL learning model is more often an initiative of teachers and schools in order to improve the quality of learning, as is applied at SMPN 14 Kota Bima. Based on the results of interviews conducted with the principal, PJOK teachers and grade IX students of SMPN 14 Kota Bima, the results of the study are known that the use of the *problem based learning method* at SMPN 14 Kota Bima is still not optimal, because learning has applied the *problem based learning method* but in the RPP still uses the *discovery inquiry learning method*.

Some of the obstacles faced by the school itself include the lack of teacher preparedness and the lack of active participation of students in learning. The results of interviews conducted can be described as the use of the *problem-based learning model* at SMPN 14 Kota Bima, namely teachers already fully understand how to implement it in learning, as well as statements from the principal who expressed readiness to fully support the efforts of teachers in the use of the PBL learning model or other learning models that are adapted to the situation and conditions of students. This is also supported by the results of observations regarding facilities and infrastructure, learning media, and learning implementation plans in schools to support learning. Then, based on the results of observations conducted by researchers, the implementation of learning carried out by teachers is quite good and according to procedures, although there are still some shortcomings in the ongoing learning activities.

Conclusion

Based on the results of the research and discussion above, it can be concluded that the implementation of physical education, sports, and health (PJOK) learning on the big ball material at SMPN 14 Kota Bima using the *problem-based learning approach method* is in the fairly good category in its application in the field, although there are still shortcomings and other obstacles. Various obstacles encountered, especially student readiness in participating in learning that is still felt to be lacking and learning that still applies teachers as the main focus in learning (*teacher-centered learning*). For facilities and infrastructure and learning media are sufficient to support PJOK learning using the *problem-based learning method*, although some facilities and infrastructure are still found to be unusable.

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