



Enhancing Students' Interest in Shot Put Learning Through Modified Shot Put Equipment Among Fifth-Grade Students at SD Negeri 1 Kempo, Dompu Regency, Academic Year 2023/2024

¹Irliansyah Maulana*, ¹Mujriah, ¹Muhsan

*Corresponding Author: **Irliansyah Maulana**, e-mail: Irliansyahm22@gmail.com

¹Physical Education and Health Study Program, Faculty of Sport, Health, and Community Sciences, Universitas Pendidikan Mandalika, Mataram, Indonesia

Abstract

Objectives: Student interest plays an essential role in successful learning, particularly in rural elementary schools where sports media and teaching aids are often limited. This study aimed to improve fifth-grade students' interest in learning shot put through the modification of shot put equipment at SD Negeri 1 Kempo, Dompu Regency.

Materials and Methods: This study employed Classroom Action Research (CAR). The participants were 20 fifth-grade students of SD Negeri 1 Kempo, Kempo District, Dompu Regency. The research was conducted in one cycle consisting of two meetings. Data were collected through observation sheets, student activity and attitude assessments, and collaborative reflection between the researcher and collaborator. Quantitative data were analyzed descriptively to identify changes in student participation and learning interest, while qualitative data were obtained from reflection results during the implementation of the action.

Results: The findings showed that modifying shot put equipment improved students' interest and participation in the learning process. Student participation reached 85%, which met the success criterion in the high category, with a final score of at least 75. In addition, students' response attitudes also improved during the second meeting of the cycle. The attitude score reached 75 and fulfilled the predetermined success indicator, with the overall student attitude classified in the high category.

Conclusions: Shot put equipment modification was effective in increasing students' interest, participation, and positive attitudes in shot put learning among fifth-grade students at SD Negeri 1 Kempo. This approach can be considered a practical strategy for improving athletics learning in elementary schools with limited facilities.

Keywords: Student Interest; Shot Put Learning; Modified Equipment; Elementary School Students; Physical Education

INTRODUCTION

Physical education is an educational process through human movement and real experiences through the interaction of the body with the environment (*body experience*) to achieve comprehensive educational goals, which include physical, intellectual, emotional, social, moral and aesthetic dimensions. The physical education process occurs due to pedagogical and andragogical interactions between the actors (students and teachers) in multi-complex situations involving imagination, improvisation and reflection, to create group dynamics in the form of appreciation and implementation of movement tasks or a game (Ulum, 2013). Physical Education (PENJAS) is carried out not only indoors (classroom) in the theoretical sense but also in practice in the field. In practice in the field, it is often found that PE learning is less interesting due to the lack of supporting equipment (Sahid, 2017). Physical education has 7 scopes including: playing big ball activities, playing small ball activities, self-defense activities, athletic activities, physical fitness activities, gymnastics activities, aquatic activities, personal safety and health (Wahyudin, 2021).

According to Sulthoni (2014) athletics is one of the compulsory subjects in schools, because athletics is *The Mother of Sport* or the mother of sports. The sport of athletics is called the mother of all sports, because in the sport of athletics includes fundamental movements of all other sports, such as: walking, running, jumping and throwing which are generally also used in other sports. Likewise with the shot put sport number competed in the sport of athletics (Sholihamia, 2020). Shot put is one of the throwing sports in athletics, where the athlete will throw an iron ball as far as possible from the throwing point to the landing point by using certain techniques and rules. Shot put can be done *indoors* and *outdoors* (Suharyan, 2019). Shot put is one of the numbers in the throwing sport in the athletics branch (Azwar, 2014). Then, according to Ambarwati (2017), shot put is a form of movement that involves pushing or pushing a round object with a certain weight made of metal (a shot put) which is done from the shoulder with one hand to reach the greatest possible distance.

There are two criteria in the technique for doing shot put, this technique starts from the initial position step to doing the final position, namely the advanced movement which can be interpreted as the step of rejecting the shot or releasing the shot until the perfect movement (Marjan, 2020). Shot Put is a movement of pushing or pushing a shot from a metal material by doing it from the shoulder using one hand to obtain the maximum distance (Muhajir, 2017). The weight of the shot put for ages 11-12 with a very good assessment is 3 kg for boys with a repulsion distance of 9.0 meters, while the weight of the shot put with a very good assessment for girls is 3 kg with a repulsion distance of 8.0. It can be concluded that shot put is a movement of pushing or pushing that is done from the shoulder using a round-shaped tool called a shot put for Elementary Schools aged 11-12 with a weight of 3 kg for boys and 3 kg for girls using one of the strongest hands with the aim of the longest distance (Adi, 2018). The shot put weight for the senior men's class is 7.25 kg and for the women's class is 4 kg, while for the junior men's class it is 5 kg and for the women's class it is 3 kg (Hendrizal, 2019). The goal of shot put is to achieve the greatest possible throw distance (Candra, 2020). Additionally, athletics championships feature events such as running, walking, jumping, and throwing (Yuhanda, 2021).

According to Syardiansah (2016), interest is a feeling of liking, wanting, and having the urge to do something. Interest is a feeling of liking and being attracted to something or an activity, without being told to do so (Akhmad, 2018). Interest is essentially the acceptance of a relationship between oneself and something outside oneself. The stronger the relationship, the greater the interest (Septiani, Rosidin, & Suyatna, 2014). Someone who is interested in something will certainly pay more attention with pleasure, freely and without pressure. Interest is not innate, but is acquired later. No different, interest in learning PENJAS must also be increased, because this will affect students' attitudes ranging from cognitive, affective, psychomotor, and social. Students' interest in sports games is quite strong, so efforts must be made to create and present athletic activities in a more enjoyable playing situation. Learning with the actual technique makes students unenthusiastic about learning and many students are lazy to follow the learning because they are afraid of the tools used and the learning is boring (Wicaksono, 2014).

According to Bahagia (2010) modification is identified with the effort to make modifications with the effort to make modifications to changes in aspects that include materials (functions and

equipment) and for the purpose and means (methods, movements, ways, and evaluation). Modification of learning media is an effort to create learning media that is varied and not monotonous. Modification of learning media can be done by utilizing technology that is increasingly developing today. The purpose of modification in physical education learning quoted by Husdarta is so that (1) Students get satisfaction in following the lesson, (2) Increase the possibility of success in achieving, (3) Students can do movement patterns correctly (Akhmad, 2018). The modification that will be carried out in this study is, replacing iron bullets with plastic balls filled with sand. Learning using plastic balls filled with sand is a form of learning shot put in which the implementation of a bullet is replaced with a plastic ball filled with sand so that it becomes light.

This research is in line with Yulinda Nurhayati's research entitled "Efforts to Improve Basic Shot Put Movements" through Giving Cheerful Bullet Play Model for Fifth Grade Students of Banaran State Elementary School 1 Pracimantoro District Regency Wonogiri Year Lesson 2014/2015" with the result that implementation model play bullet cheerful can increase basic shot put movement skills in educational subjects Physical fitness of fifth grade students of Banaran 1st State Elementary School, Pracimantoro District Regency Wonogiri School year 2014/2015. This is in line with Eko Purwito's title "Efforts Increase Learning Reject Bullet with Approach Play On Student Class V Elementary School Country 2 Kempo" with the result that through the playing approach can increase participation interest student in learning reject bullet class students V SD Country 1 year lesson 2010/2011.

The interest of fifth grade students of SD Negeri 1 Kempo, Dompu Regency in participating in shot put learning two years ago was still low, students were less involved in shot put learning, many students did their own activities during shot put learning and there was no openness from students to teachers, meaning students did not want to ask about difficulties in participating in learning. The low interest of fifth grade students of SD Negeri 1 Kempo, Dompu Regency in participating in learning last year can be seen from observations obtained from document data on shot put learning records, progress in the interest of students of SD Negeri 1 Kempo, Dompu Regency in 2021 and 2022. Based on data from two years ago, student interest in participating in shot put learning was still below 50%. Students were less involved in shot put learning. Many students did their own activities during shot put learning. Documentary notes on questionnaire data or statements of interest in shot put learning for students obtained from SD Negeri 1 Kempo, Dompu Regency are as follows: 1) In 2021, the number of fifth grade students of SD Negeri 1 Kempo, Dompu Regency. Dompu 22 students, of 22 students, only 10 students or 45.45% are interested (active) in following shot put learning, 12 students are less interested (passive) 54.54%. 2) In 2022 the number of fifth grade students of SD Negeri 1 Kempo, Dompu Regency is 17 students, of 17 students, only 7 students or 41.17% are interested (active) in following shot put learning, 10 students are less interested (passive) 58.82%.

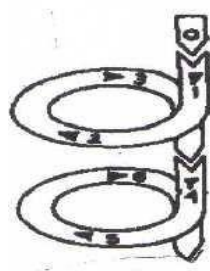
Based on the data document records above, the interest of fifth-grade students of SD Negeri 1 Kempo, Dompu Regency in participating in shot put learning two years ago was still low. From the explanation above, there is a gap in fifth-grade students of SD Negeri 1 Kempo, Dompu Regency, namely the gap between reality and expectations. The expectation in question is that students' interest in shot put learning can increase in accordance with the basic competencies of students being able to apply the combination procedure of basic movement patterns of walking, running, jumping, and throwing through modified games/sports and/or traditional sports. The reality shows that fifth-grade students' interest in participating in shot put learning has not developed optimally. The low interest of fifth-grade students in shot put learning, possibly due to the lack of openness to students' experiences with teachers, meaning students do not want to ask about difficulties in participating in learning and possibly students are not interested in the shot put learning that teachers teach. Learning is not interesting and teachers are less/not yet creative. Low student interest in participating in shot put learning for fifth-grade students of SD Negeri 1 Kempo, Dompu Regency. It is necessary to conduct classroom action research with the title "Efforts to Increase Interest in Learning Shot Put through Modifying Shot Puts for Class V Students of SD Negeri 1 Kempo, Dompu Regency, 2023/2024".

The novelty of this research with previous research is that this research was conducted at SD Negeri 1 Kempo, Dompu Regency, the independent variable is increasing interest in learning shot

put and the dependent variable is through modifying the shot put.

METHOD

This research method uses quantitative and qualitative data. The Classroom Action Research (CAR) design *focuses* on efforts to change existing real conditions toward desired outcomes. Objectives study This is For increase interest student in Shot put learning for fifth grade students at SD Negeri 1 Kempo, Dompu Regency year 2023/2024 through bullet modification. With success indicators of 1-4 low, 5-8 medium, and 9-12 high. According to Asrori (2017), action research consists of 4 aspects, namely: planning, action, observation/observation stage, and reflection. The research design used is a Classroom Action Research (CAR) design consisting of the stages of action planning, action implementation, observation and reflection, the Classroom Action Research design is in the form of a spiral that can be described as follows : Image caption:



1. Action Planning
2. Implementation of Action
3. Observation
4. Reflection

Figure 3.1 1Cycle Scheme

Source: Daryanto (2011)

The population in this study were fifth grade students of SD Negeri 1 Kempo. Dompu Regency. The sample was all fifth grade students of SD Negeri 1 Kempo, Dompu Regency, because this research uses the technique *Full Sampling*. Data analysis in this study was conducted by the researcher and collaborators reflecting on observations of the learning process carried out by teachers and students in the field. Qualitative data in field notes were processed into meaningful sentences and analyzed. The data analysis techniques used were sequential: data reduction, data presentation, and conclusion drawing.

Table 1. Level of Success Criteria for Observing Student Interest in Shot Put Games

Success Rate	Criteria
$9 < X \leq 12$	Tall
$5 < X \leq 8$	Currently
$1 < X \leq 4$	Low

The Minimum Completion Criteria (KKM) applied in grade V of SD Negeri 1 Kempo is ≥ 75 .

RESULTS AND DISCUSSION

The results of this classroom action research are marked by the increasing interest of fifth grade students of SD Negeri 1 Kempo Kab. Dompu in 2023/2024 in participating in shot put learning through bullet modification from pre-cycle 5% to cycle I reaching 85% and cycle II reaching 95%. Several things carried out in research activities to obtain data are pre-cycle activities, cycle 1 and cycle II. In the pre-cycle activities, several activities are carried out, namely Action planning, in implementing the planning, teachers prepare annual programs and semester programs, prepare RPP and prepare research instruments. Furthermore, the implementation of Actions according to the teacher's design carries out learning with the material "shot put", in the pre-cycle initial conditions, the teacher has not used bullet modifications. In this Action activity there are several stages such as apperception, core, closing and based on the results of research in the pre-cycle initial conditions, it can be seen that the results of the assessment of student interest participation in shot put learning are still low from 20 students with a total value of 1,124.2 recorded an average value of 56.21 meaning that the value has not met the predetermined score of $\geq 9 - 12$. Based on this data, an effort will be made to increase student interest in shot put in fifth-grade students at SD Negeri 1 Kempo, Dompu

Regency, through shot put modifications. This can also be seen in the table below:

Table 2. Pre-Cycle Student Interest Data

N	Tall		Currently		Sum	Mean
	F	%	F	%		
20 Students	1	5%	19	95%	1124.2	56.21

In the Cycle I activities there are several activities that will be carried out, namely Action planning and Action implementation. In Action planning In carrying out the planning the teacher prepares the RPP and prepares the research instrument . Furthermore, in the implementation of the Action there are several activities that will be carried out, namely apperception which contains the material to be taught, the core activity carried out by dividing groups or formations or formations of two teams facing each other to warm up such as the game "throw catch ball" then the teacher provides an explanation and demonstrates to students about the main material of shot put with a modification of a plastic ball bullet that is directed over a rope or net as high as 2 meters. Closing activities At the end of the first meeting there has not been an assignment test, In this learning students do shot put movements using a modification of a plastic ball bullet in groups . The following is the student interest data after learning 1:

Table 3. Student Interest Data, Meeting 1, Cycle I

N	Tall		Currently		Sum	Mean
	F	%	F	%		
20 Students	11	55%	9	45%	1349.6	67.48

In the reflection activity of the first meeting, several results were obtained, namely an increase in student interest compared to the initial case data, although not yet overall and an increase in the overall attitude of students in participating in learning process activities compared to the initial case data although not yet overall. In this activity it was found that the results of the assessment of student interest participation in shot put learning were still low from 20 students with a total score of 1,349.6 with an average score of 67.48, meaning that the score had not yet met the predetermined score of $\geq 9 - 12$.

In the 2nd meeting, it was carried out in accordance with the Action planning stages by preparing the RPP and assessment instruments, after which the implementation of the Action included several activities, namely apperception by providing material, after that the core and closing activities. Based on the collaborator's notes, it was shown that 3 students were identified who had not actively participated in the shot put learning process activities as shown in the data table below:

Table 4. Student Interest Data, Meeting 2, Cycle I

N	Tall	Currently	Sum	Mean
---	------	-----------	-----	------

	F	%	F	%		
20 Students	17	85%	3	15%	1574.7	78.73

Reflection of the 2nd meeting activity, namely the expected increase in student participation and the overall attitude of students in participating in the learning process activities increased, there was an increase in student participation compared to the data and data of cycle one, which increased the results and the improvements obtained were in accordance with the success indicators, and there was an increase in the overall attitude of students in participating in the learning process activities compared to the case data and the first meeting data. In this activity it was found that the results of the assessment of student interest participation in shot put learning were high from 20 students with a total value of 1,574.7 recorded an average value of 78.73 meaning that the value had met the predetermined score of $\geq 9 - 12$. Below are the data from the first meeting and the second meeting in cycle II:

Table 5. Student Interest Data, Meeting 1, Cycle II

N	Tall		Currently		Sum	Mean
	F	%	F	%		
20 Students	12	60%	8	40%	1366.6	68.3

In the reflection activity of the first meeting, several results were obtained, namely an increase in student interest compared to the case data, although not yet overall and an increase in the overall attitude of students in participating in learning process activities compared to the initial case data although not yet overall. In this activity it was found that the results of the assessment of student interest participation in shot put learning were still low from 20 students with a total score of 1,366.6 with an average score of 68.3, meaning that the score had not yet met the predetermined score of $\geq 9 - 12$.

In the 2nd meeting, it was carried out in accordance with the Action planning stages by preparing the RPP and assessment instruments, after which the implementation of the Action included several activities, namely apperception by providing material, after that the core and closing activities. Based on the collaborator's notes, it was shown that 3 students were identified who had not actively participated in the shot put learning process activities as shown in the data table below:

Table 6. Student Interest Data, Meeting 2

N	Tall		Currently		Sum	Mean
	F	%	F	%		
20 Students	19	95%	1	5%	1583.3	79.1

Reflection of the 2nd meeting activity, namely the expected increase in student participation and the overall attitude of students in participating in the learning process activities increased, there was an increase in student participation compared to the data and data of cycle one, which increased the results and the improvements obtained were in accordance with the success indicators, and there

was an increase in the overall attitude of students in participating in the learning process activities compared to the case data and the data of the first meeting and the second meeting. In this activity it was found that the results of the assessment of student interest participation in learning shot put were high from 20 students with a total value of 1,583.3 recorded an average value of 79.1 meaning that the value had met the predetermined score of $\geq 9 - 12$.

The teacher's actions in the learning process in the pre-cycle initial conditions have not used bullet modifications, such conditions result in a lack of student attention to the subject matter delivered by the teacher. The teaching and learning process which is dominated by lecture methods often results in verbalism, students become less interested, and the level of student involvement in learning becomes small. As a result, the students' absorption capacity is evidenced by the low interest in learning shot put in class V students of SD Negeri 1 Kempo, Dompu Regency in 2023/2024 .

During cycle II, the teacher used a modified shot put. Verbalism was reduced, and concepts in the subject matter were visualized and implemented through shot put learning practices using the modified shot put. There was evidence of an increase in student interest in learning at the end of cycle I. The increase in interest in learning shot put from the pre-cycle initial conditions to the end of cycle II can also be seen in the following table.

During cycle II, the teacher used a modified shot put. Verbalism was reduced, and concepts in the subject matter were visualized and implemented through shot put learning practices using the modified shot put. There was evidence of an increase in student participation and interest in learning at the end of cycle II. The increase in participation and interest in shot put learning from cycle I to the end of cycle II can also be seen in the following table.

Table 7. Average Learning Interest Participation Value

No.	SITUATION	AVERAGE VALUE
1	Pre-Cycle Initial Conditions (Teacher has not used bullet modification)	56.21
2	Cycle I (Teacher uses bullet modification)	78.73
3	Cycle II (Teacher uses bullet modification)	79.1

Based on research data that has been conducted in class V SDN 1 Kempo Kab. Dompu, the main findings of the research are as follows: 1) Through the modification of bullets in learning can increase student interest in learning shot put. This can be seen from the results of research actions in the pre-cycle obtained data 5% or 1 student who is interested in participating in learning from a total of 20 students with an average value of 56.21 which is included in the very low category because it has not reached the success indicator, namely with an average value of $\geq 9 - 12$. In cycle I, the first and second meetings experienced a significant increase because the percentage results obtained from 55% reached 85% or 17 students who were interested from 20 students with an average value of 78.73. Then for cycle II, the first and second meetings experienced a significant increase because the percentage results obtained from 60% reached 95% or 19 students who were interested from 20 students, with an average value of 79.1%. From the results, it is included in the high category because it has achieved the success indicator, namely with an average value of ≥ 75.00 . 2) The increase in student interest in learning shot put occurs because the application of learning methods using modified tools can create a fun learning atmosphere, thereby reducing student boredom. This is because it creates a sense of curiosity and competition in performing the movements that the researcher provides. 3) Student interest in learning increases when the use of modified tools is applied more optimally when new tools are added, students' curiosity comes and tries to compete to conquer it.

This research is in line with Yulinda Nurhayati's research entitled "Efforts to Improve Basic Shot Put Movements" through Giving Cheerful Bullet Play Model for Fifth Grade Students of Banaran State Elementary School 1 Pracimantoro District Regency Wonogiri Year Lesson 2014/2015" with the result that implementation model play bullet cheerful can increase basic shot put

movement skills in educational subjects Physical fitness of fifth grade students of Banaran 1st State Elementary School, Pracimantoro District Regency Wonogiri School year 2014/2015. This is in line with Eko Purwito's title " Efforts Increase Learning Reject Bullet with Approach Play On Student Class V Elementary School Country 2 Kempo” with the result that through the playing approach can increase participation interest student in learning reject bullet class students V SD Country 1 year lesson 2010/2011. The completion of efforts to increase students' interest in learning shot put through bullet modification in accordance with the desired learning completion so that through bullet modification increases interest in learning shot put of grade V students of SD Negeri 1 Kempo, Dompu Regency in the 2023/2024 academic year.

CONCLUSION

The results of this study can be concluded as follows: Through bullet modification, it can increase the interest in learning shot put among fifth grade students of SD Negeri 1 Kempo, Dompu Regency, 2023/2024 Academic Year.

BIBLIOGRAPHY

- Adi, S. (2018). *The Implementation of Media in Teaching and Learning of Physical, Sport, and Health Education Subject*. Journal of Physical Education and Sports, 7(1), 13–21.
- Akhmad, S. (2018). *Application of Modified Aids to Student Interest in Shot Put Learning*. Journal of Educational Research, 1(1), 103-108.
- Ambarwati. (2017). *The Effect of Arm Muscle Explosive Power, Hip Flexibility , and Coordination on O'Brien Style Shot Put Skills*. Journal of Sports, 5(2), 207-215.
- Anton. (2023). *Improving Shot Put Learning Outcomes Through the Use of Rubber Balls for Class VIIA Students of SMP Negeri 3 Teluk Keramat* . Journal of Research and Community Service, 03(01), 335-345.
- Azwar. (2014). *The Relationship between Motivation and the Shot Put Distance of Physical Education and Health Students of the Faculty of Teacher Training and Education, Serambi Mekkah University, Banda Aceh* . Jurnal Serambi Akademica, 2(2), 150-151.
- Bahagia. (2010). *Efforts to Improve Learning Outcomes of Table Tennis Forehand Serve Using Modified Media*. JurnalMaster Penjas & Olahraga. 1(1), 55-64.
- Candra, AT (2020). *Improving the Learning Outcomes of the Sideways Shot Put Using Modified Rounders*. Journal of Recreational Health Education, 6(1), 25-30.
- Hendrizal. (2019). *Improving the Shot Put Ability of Class VVI.2 Students of SMPN 4 Kubung Using Modeling Techniques* . Jurnal Aufklarung, 2(2), 23-32.
- Marjan. (2020). *The effects of self-controlled video feedback on motor learning and self-efficacy in a Physical Education setting: an exploratory study on the shot-put* . Journal of Physical Education and Sport Pedagogy, 25:1, 49-66
- Muhajir. (2017). *Application of Modified Aids to Student Interest in Shot Put Learning*. Journal of Educational Research, 18(2), 103-108.
- Sahid, EA (2017). *The Effect of Game Modifications in Physical Education on the Formation of Students' Self-Concept* . Jurnal Sportive, 2(1), 41–50.
- Septiani, A. (2014). *The Influence of Interest and Learning Methods on Learning Outcomes Through the Interactive Conceptual Instruction Learning Model*. Journal of Education, 1(1), 1–10
- Sholihamia, A. (2020). *EFFORTS TO IMPROVE LEARNING OUTCOMES OF SIDEWAY SHOT PUT BASED ON PGT (Play, Games & Technology)*. Journal of Physical Education, 7(1), 1-15.
- Suharyan, H. (2019). *Modification of Alata in Improving Shot Put Skills* . Journal of Physical Education and Health, 6(1), 47-56.
- Sultoni, I. (2014). *The Effect of Implementing Game Modifications on the Effectiveness of Shot Put Learning in a Study of Fifth Grade Students of SDN Wonoplintahan 1/276 Prambon, Sidoarjo Regency*. Journal of Physical Education, 02(01), 193-200.
- Syardiansah. (2016). *The Relationship between Learning Motivation and Learning Interests and*

- Student Achievement in the Introduction to Management Course (Case Study of First-Year EKM A Students, Semester II).* Journal of Management and Finance, 5(1), 440–448.
- Ulum, B. (2013). *THE USE OF PLAYING AND COMPETITION APPROACHES TO IMPROVE THE EFFECTIVENESS OF LEARNING THE BACK-SIDE SHOT PUT FOR GRADE IV STUDENTS AT PETUNG II STATE ELEMENTARY SCHOOL, PASREPAN DISTRICT, PASURUAN REGENCY.* Jurnal Pedagogia, 2(1), 14-35.
- Wahyudin, D. (2021). *The Effect of Modifying Tennis Ball Equipment on the Basic Ability of Orthodox Shot Put in Junior High School Students .* Wahana Pendidikan Scientific Journal, 7(5), 91-98.
- Wicaksono, AT (2014). *Efforts to Improve Shot Put Learning with a Circuit Game Approach in Class V of Rowosari 1 Public Elementary School, Rowosari District, Kendal Regency in 2013.* Journal of Physical Education, Sport, Health and Recreations, 3(1), 878-883.
- Yuhanda. (2021). *Modifications to Improve Shot Put Learning Outcomes of Students of Elementary School 2 Blang Bungong, Tangse District, Pidie Regency .* Scientific Journal of Physical Education, Health and Recreation, 7(2), 71-81.