

Improving Dribbling Learning Outcomes in Basketball Games Through Lecture Plus Demonstration and Practice Methods for Grade XI Students of SMA Negeri 9 Ambon

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Abstract

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This classroom action research was carried out with the aim of finding out the improvement in learning outcomes of basic dribbling techniques in the game of basketball among class From the results of the research carried out, there was an increase in student learning outcomes from the initial conditions of cycles I and II, both from an increase in the average value of learning basic dribbling techniques in the game of basketball and the completeness value of learning outcomes. In the initial conditions, only 15 students (65%) had completed the expected KKM, namely 75, while 5 students were still below the KKM. The increase in movement ability in learning basic dribbling techniques in basketball games through the CPDL method (lecture plus demonstration and practice), can be seen from the KKM score (75) after taking action in cycle I, the student's completed learning score was 15 out of 20 (65%) and in cycle II, 20 out of 20 students completed the total or 100% completion.

Keywords: Dribbling in basketball

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INTRODUCTION

Education is very important for human life, therefore education must be felt by every human being whether it is carried out formally, informally and non-formally. Education in schools involves a learning and teaching process between students and teachers, in other words, students as individuals who learn to become adults and teachers as individuals who teach students to achieve maturity. Learning and teaching are activities that cannot be separated because they are related to each other. Because by just studying, a person cannot get the guidance and attitude that is expected without someone teaching and vice versa, a process that is marked by changes in a person.

Teaching methods are the methods used by teachers in establishing relationships with students during teaching. The role of teaching methods as a tool for creating learning and teaching processes, through lecture methods plus demonstrations and exercises. In creating this educational interaction, the teacher acts as a driver and guide. Meanwhile, students act as recipients or being guided. This interaction process will run better if the students are more active than the teacher. A good teaching method is a method that can foster student learning activities.

Changes in the results of the learning process can be shown in various forms such as increasing knowledge, understanding, attitudes and behavior, skills, habits and changes in other aspects of the individuals who learn. Education aims

to prepare the young generation as the nation's successors who are able to face the challenges of the times and adapt to technological developments.

Learning using the demonstration method is indeed good and effective because the teacher can give examples of dribbling movements in a basketball game to students and students can observe how to do dribbling movements in a basketball game well, and students are also given the opportunity to demonstrate dribbling movements in a ball game. basketball. However, in this learning, not all students can be given the opportunity to make dribbling movements in the game of basketball and the teacher cannot know whether all students can make dribbling movements in the game of basketball well, because in this method, if the teacher is learning, there is a lack of media, learning becomes less efficient. And it might reduce students' learning outcomes in demonstrating dribbling the ball in basketball games.

But we can compare it with the lecture plus demonstration and exercise method. The learning outcomes may be better because the lecture plus method combines several methods, where lecture plus demonstration and exercise, this method can make students not feel bored and active in the learning process because they use the lecture method. plus demonstrations and exercises when learning using the lecture method by providing understanding related to what material we provide, then with demonstrations we can demonstrate or practice basic technical movements for students to see and be able to do or demonstrate these movements and continue with the training method which Teachers can give instructions to students to practice basketball dribbling movements that have been demonstrated or exemplified.

The development of this science supports the creation of new technologies which mark the progress of the times, until now the developing technology has entered the digital stage, including in Indonesia, every field has started to utilize technology to make work easier, including in the field of education. As an entity related to human culture and civilization, education in various parts of the world is experiencing very fundamental changes in the era of globalization.

Therefore, it is appropriate for education itself to also utilize technology to help implement learning. Digital technology has now begun to be used in educational institutions as a means to support learning, either as an information tool (i.e. as a means of accessing information) or as a learning tool (i.e. as a means of supporting learning activities and assignments). With the current era developments are very rapid and as with the teacher's duties, they must be creative in motivating students to learn in a fun and non-boring way and can make it easier for students to understand learning material, especially in physical education learning. However, in the field of physical education learning processes, in this case teachers do not develop innovative and interesting learning activities. Teachers still use conventional models and do not vary which will make students bored and fed up with physical education subjects. This can be seen when students take lessons less seriously, students don't pay attention when the teacher explains, tend to play around in class and don't want to ask questions about material they don't understand, so that students don't get bored and fed up with learning and can also change the atmosphere or conditions in the class. teachers are advised to try using the lecture plus demonstration and practice (CPDL) method.

One of the lecture methods that is often used by teachers in teaching is the lecture method, this method is also the most popular method used during the learning process. The lecture method is a method of delivering teaching material to students verbally by the teacher in the classroom. The lecture method in the teaching and learning process cannot actually be said to be a wrong method. This is because this teaching model, as explained above, consists of several types, which can later be exploited or created into a fun lecture method.

The learning method is a systematic and orderly process carried out by teachers or educators in delivering material to their students. Another opinion also states that learning methods are a strategy or tactic in carrying out teaching and learning activities in the classroom which is applied by teaching staff so that the learning objectives that have been set can be achieved well.

The lecture plus demonstration method is a combined method of verbal engagement and direct practice when carrying out the learning process. The lecture method is often considered a conventional learning method, but in reality there are still many educators who use the lecture method. Educators need to modify the lecture method as necessary. A combination of lecture methods with demonstrations and exercises (*Drill*). This method can only be carried out in the order of combination, namely giving a short lecture combined or combined with a demonstration. The final stage of the CPDL method is providing repeated training (*Drill*) that is, practice of previously demonstrated skills. Exercise is considered important, because according to the law of exercise (*law of excersise*) the more often a behavior is trained or used, the more stable the extension of that behavior will be (Hilgard and Bower, 1975).

The plus lecture method is a teaching method that uses more than one method, namely the lecture method combined with other methods. In this case the author will use the lecture method plus demonstration and practice (CPDL). This CPDL method is very useful for PBM fields of study or subject matter that are oriented towards physical skills (psychomotor skills) of students.

Through this method, it is hoped that the teaching and learning process can run well. Thus, it is very important for an educator to be familiar with learning methods so that students feel more enthusiastic when participating in learning in the classroom. Apart from that, choosing the right method means that students do not quickly feel bored or fed up when participating in teaching and learning activities, in this case the basketball learning process.

Basketball is an example of a big ball sport. This game takes place by pitting two basketball teams against each other and fighting for the ball to put into the opponent's ring. The score that Gramades will get if he succeeds in scoring is around one to three points. Unlike volleyball, in basketball, players are given a time limit to face each other. So it's not based on which team reaches a certain score first. However, based on the duration of time. International basketball rules stipulate a time of ten minutes for four halves. But especially for *National Basketball Association* (NBA), the game lasts for four rounds and each half is twelve minutes long.

The basic basketball techniques that are usually taught in schools are: dribbling the ball, passing, shooting from several of these basic techniques,

Through physical education, students can gain various experiences to express pleasant, creative, innovative personal impressions, skills to improve and maintain physical fitness and understanding of human movement. The goals of education are contained in the mechanisms processed by the teacher himself, because various aspects in the growth and development phase of physical education teachers are required to maximize the quality of health and recreation physical education.

Basketball is a type of big ball game that is taught at elementary school (SD) to high school (SMA) and even at college level. Basketball is a game that has basic techniques that must be practiced and understood properly to get maximum results.

Based on the results of observations of the implementation of teaching and learning process activities for students at SMA Negeri 9 Ambon on December 21 2023, in the game of basketball, there are still many who do not understand the basic techniques of dribbling in the game of basketball. This impact makes students less interested in the lesson, which results in results Student learning is low and still not complete as expected.

The cause of low learning completeness is that the lesson delivery strategy is not appropriate. In this case, the teacher still uses the old method/lecture method and does not make optimal use of learning media, then the delivery of material that we know in the current era is not very effective in delivering material to students. While the basketball lesson was taking place, there were still some students who were not paying attention to the teacher's explanations, such as joking with their classmates, chatting and having fun playing with the objects around them. Therefore, physical education teachers must be astute in choosing and determining teaching methods that use learning media that will be implemented and packaged in a lesson, so that they are able to attract students' attention in the learning process in the classroom.

In this case, the use of the lecture plus method may be able to improve and students can easily understand what has been conveyed in the material, as well as apply it in learning process activities or demonstrate what has been conveyed in the learning material. To know this, it needs to be proven through research.

Based on the background description above, the researcher is interested in conducting research with the title "Improving dribbling learning outcomes in the game of basketball through the lecture plus method for class XI students at SMA Negeri 9 Ambon."

METHODS

The object of research is the target to be achieved to obtain answers and solutions to problems that occur. According to Sugioyono, (2012) said that the object of research is a scientific target to obtain data with a certain purpose and use about an objective, valid and reliable thing (certain variables).

The object of this research is to improve learning outcomes for basketball dribbling through the lecture method plus demonstrations and exercises for class XI students at SMA Negeri 9 Ambon.

This research is in the form of a cycle, because this research is Class Action Research (PTK). Arikunto (2016), concluded that PTK is an action that is

deliberately carried out in the classroom. These actions are given by the teacher or with direction from the teacher and carried out by students. In general, the classroom action research process recognizes four important steps, namely: planning (*planning*), implementation (*action*), observation (*observation*), and reflection (*reflection*).

These four steps are components that unite in a continuous, endless series of structures called cycles and are the background for Class Action Research (PTK).

RESULTS AND DISCUSSION

1. Cycle I Research Results

The implementation of cycle I consists of four stages, namely, planning, implementing actions, observing and reflecting. The stages carried out in cycle I are as follows:

a. Planning Stage

The planning stages below include several points, namely;

- 1) Create a learning implementation plan (RPP).
- 2) Prepare learning tools and facilities that will be used in the learning process.
- 3) Develop dribbling test instruments in learning big balls, in this case basketball, as well as observing learning through the assessment rubric listed in (RPP).

b. Implementation Level

The implementation of learning activities for cycle I was carried out on February 15 2024 at SMA N 9 Ambon for the 2024 academic year with a total of 20 students and this learning process refers to the RPP and assessment rubric.

c. Observation Stage

Observations were made during the learning process, observations were made using an assessment rubric by dribbling during basketball learning. During the learning process, researchers must make observations from the beginning of the lesson to the end of the lesson with the aim of finding out the level of student ability in the teaching and learning process that has been carried out. The data from the research results in cycle I are as shown in the following table:

Table 1. Test Scores on Dribbling Learning Results in Basketball Games in Cycle I

No	Student Name	Score	Information	
			Complete	Not Completed
1	YOU	85	u	
2	R	58		u
3	UNI	89	u	
4	DAS	89	u	
5	DH	53		u
6	ZVD	84	u	
7	NAS	92	u	
8	HAO	88	u	
9	SNA A	100	u	
10	IN	59		u

11	RI	87	u
12	IT	87	u
13	MG	83	u
14	NAW	90	u
15	SPP	88	u
16	RRL	87	u
17	AR	55	u
18	MS	81	u
19	NA	66	u
20	SAL	90	u
Total number		1611	

From the table above, it can be explained that by applying the CPDL method, an average learning ability score of 75% is obtained or there are 15 students who have completed their studies. These results show that in the first cycle, classically, students had not completed their studies, because 25% of students who obtained a KKM score <75 or 5 students had not completed it. This is because students have not been able to carry out the movements well, according to what the teacher said.

d. Level of Reflection

In the implementation of teaching and learning activities, the following results were obtained: The first dribbling learning meeting went well, when the teacher explained and practiced. However, when students were given the opportunity to do it, the students felt hesitant in carrying out basic dribbling techniques, but by giving them the opportunity to do it over and over again they were able to do it, but some of the results they obtained met the KKM but some did not meet the KKM.

The implementation of teaching and learning activities in the first cycle still has shortcomings, especially when they carry out basic dribbling technical movements, so revisions need to be carried out in the next cycle.

- 1) Teachers need to prepare easy learning media so that students do not feel tense and afraid. And students are invited to get involved in doing it.
- 2) Teachers need to pay close attention to learning time and add information that they feel is necessary.
- 3) Teachers must be enthusiastic and skilled in motivating students so that students are happier or enthusiastic in participating in the teaching and learning process.

2. Cycle II Research Results

Cycle II is a continuation of action from cycle I, where in implementing the action in cycle I the average student showed less than optimal results and did not meet the expected criteria. The implementation of cycle II is an improvement on cycle I. The stages carried out are as follows:

a. Plan

- 1) Making a learning implementation plan (RPP) refers to the actions implemented in the PTK and is based on what happened in cycle I.
- 2) Prepare learning tools and facilities that will be used in basketball lessons on basic dribbling techniques.

3) Preparing a ball dribbling assessment rubric in basketball learning. Observation of learning through the assessment rubric listed in (RPP).

b. Implementation Level

The implementation of learning activities for cycle II was carried out on 20 February 2024. This learning process refers to the lesson plans and observation sheets which were prepared by taking into account revisions in cycle I, so that errors or deficiencies in cycle I were corrected and not repeated again in cycle II.

c. Observation Stage

Observations were made by researchers during the learning process, observations were made using Observation sheets in carrying out basic dribbling techniques in basketball learning. During the learning process, researchers must make observations from the beginning of the lesson to the end of the lesson with the aim of finding out the level of student ability in the teaching and learning process that has been carried out. The research data in cycle II are as follows:

Table 2. Dribbling Learning Results Test Scores in Basketball Games In Cycle II

No	Student Name	Score	Information	
			Complete	Not Completed
1	YOU	85	u	
2	R	78	u	
3	U N I	89	u	
4	D A S	89	u	
5	D H	88	u	
6	Z V D	84	u	
7	N A S	92	u	
8	H A O	88	u	
9	S N A A	100	u	
10	I N	78	u	
11	R I	87	u	
12	I T	87	u	
13	M G	83	u	
14	N A W	90	u	
15	S P P	88	u	
16	R R L	87	u	
17	A R	78	u	
18	M S	81	u	
19	N A	83	u	
20	S A L	90	u	
		1725		

From the table above, it can be explained that in the first cycle learning process as many as 5 students who had not reached the KKM in cycle I or 25% could be achieved in cycle II so that in cycle II all subjects reached the KKM or 100%.

This means that in cycle II the learning process runs according to the revised design so that students can perform basic dribbling techniques correctly.

d. Level of Reflection

At this stage, what happens in the learning process will be studied, namely what is good and what is not good in the learning process activities. The following observation results can be obtained:

- (1) From the initial attitude, it is identified that the student is correct in carrying out the basic dribbling techniques well. It can be seen when the student is dribbling the ball, the standing position, the beginning when dribbling the ball, the ending when he finishes dribbling the ball is correct, so it is declared successful.
- (2) From the core stance, hand swings and foot movements when dribbling the ball and looking forward are correct so as to produce a rebound impulse on the ball correctly in accordance with the learning objectives achieved.
- (3) The deficiencies in the first cycle have changed and there have been improvements in the second cycle so that the learning objectives are achieved.
- (4) The learning outcomes in cycle II of all students reached the minimum completion criteria (KKM) 75

Data Analysis Process

The data obtained in each cycle is from observations and performance based on the assessment rubric. Next, the entire score obtained by each student is divided by the maximum score multiplied by 100%, then the score for each student will be obtained. This grade is the final result obtained by students which will determine whether they have completed or not so they can continue in Cycle II. After carrying out actions in cycle I and cycle II, the results were as follows:

Table 3. Test Scores for Dribbling Learning Results in Basketball Games In Cycle I and Cycle II

No	Student Name	Cycle Action ScoreI	Cycle II Action Score
1	YOU	85	85
2	R	58	78
3	UNI	89	89
4	DAS	89	89
5	DH	53	88
6	ZVD	84	84
7	NAS	92	92
8	HAO	88	88
9	SNA A	100	100
10	IN	59	78
11	RI	87	87
12	IT	87	87
13	MG	83	83
14	NAW	90	90
15	SPP	88	88

16	R R L	87	87
17	A R	55	78
18	M S	81	81
19	N A	66	83
20	S A L	90	90
Total number		1611	1725

Quantitative Descriptive data analysis

- 1) Achievement of Class XI student learning outcomes in Cycle I 75%
- 2) Achievement of Class XI student learning outcomes in Cycle II 100%

From the results of this analysis it can be concluded that:

- 1) There was an increase in learning outcomes in Cycle I and Cycle II after being given action by 15 subjects or 75% and 5 subjects 25%
- 2) Improvement from Cycle I to Cycle II, there was an increase of 100%

Based on the scores obtained by each subject in Cycle II, basic engineering learning outcomes are achieved *Mendribbling* the ball in the basketball game for class XI students at SMA N 9 Ambon was 100%. If compared with the results achieved in Cycle I, there was an increase in Cycle II.

DISCUSSION

Based on the results of this research, it shows that applying the CPDL learning method can improve learning outcomes *mendribbling* in the basketball game has a positive impact on improving student learning outcomes in the learning process, this can be seen from the increase in students' understanding of the material presented by the teacher, the actions taken which in the application of cycle I, the implementation of learning activities in cycle I was carried out on February 15 2024 in class XI, the total number of students is 20 subjects where the learning process refers to the RPP and Evaluation Rubric until the implementation of cycle I which is completed by 15 subjects or 75% and in cycle I which is not completed by 5 subjects or 25%. Because they haven't mastered the material about the game of basketball and there are still some who haven't done the basic technique of dribbling the ball so they can't do it well and correctly. And where in cycle II 5 subjects or 25% who have not completed in cycle I are declared completed because in cycle II 20 subjects are all completed because they have reached KKM. (75)

The teacher's activities during learning have carried out the learning process well. This can be seen from the teacher's learning activities that appear, including guiding and observing students in learning activities, directly correcting students who have made mistakes in movements, explaining, giving feedback, evaluating and asking questions where the percentage of student activities is quite large.

Based on the results of the research above, student participation in learning is done by applying it *Mendribbling* ball in the basketball game, the improvement in results is very good, it can be seen from cycle I and cycle II that the learning outcomes are good and satisfactory because they have implemented the plus

lecture learning method (CPDL). This can be seen from the 20 subjects who completed cycle II or a total of 100%.

Based on K13, students are said to be complete if the student has reached the standard KKM score (75). Meanwhile, in this study, all students had completed the KKM scores in cycle II. Thus the proposed hypothesis can be accepted, namely that the CPDL learning method can improve learning outcomes *Mendribbling* in a basketball game for class XI students at SMA N 9 Ambon.

Conclusion

Classroom Action Research (PTK) is an effort to improve student learning outcomes in basic engineering material *mendribbling* in basketball games using the CPLD method for class XI SMA N 9 Ambon can be concluded as follows:

The application of the CPLD method can improve student learning achievement in basic engineering material *mendribbling* in basketball games in Class Increased student learning achievement where in Cycle I 15 subjects were completed, 65% and 5 subjects were incomplete, 35% and in Cycle II the learning achievement increased to 100%. These results also show that this Class Action Research (PTK) achieved the specified indicators of completeness.

Thus it can be concluded that the CPLD learning method is effective for teaching basic techniques *mendribbling* in learning basketball for class XI students at SMA Negeri 9 Ambon.

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