



Improving Tiger Sprong Learning Outcomes Through the Homogeneity Psycho-Cognition Strategy in Grade XI-2 Students of SMA Negeri 3 Ambon

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Abstrak

This study aimed to describe and analyze the improvement of tiger leap (loncat harimau) learning outcomes through the application of the Homogeneity Psycho-Cognition strategy among class XI-2 students of SMA Negeri 3 Ambon. The research employed the Classroom Action Research (CAR) method using the Kemmis and McTaggart spiral model, which consists of four stages: planning, acting, observing, and reflecting, and was conducted over two cycles. The subjects comprised 30 students of class XI-2. The instruments were a teaching module and a performance assessment, while the data were analyzed quantitatively through the average score and the percentage of classical learning completeness. The results revealed a significant improvement. In cycle I, classical completeness reached only 47% (14 students) with a class average of 74, whereas in cycle II completeness increased to 100% (30 students) with an average of 80. The disparity in learning outcomes also decreased, indicated by a narrowing of the score range from 49 to 19 points. The main obstacle in cycle I, namely the gap between cognitive mastery and psychomotor ability, particularly among female students, was overcome through safety reassurance, increased motivation, and targeted feedback. It is concluded that the Homogeneity Psycho-Cognition strategy effectively improves tiger leap learning outcomes.

Kata Kunci: Learning Outcomes, Tiger Sprong, Floor Gymnastics, Homogeneity Psycho-Cognition

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INTRODUCTION

Physical Education, Sport, and Health (PJOK) is an inseparable component of the national education system because, through planned physical activity, students are able to develop movement skills while simultaneously forming their character and mental health. Imawati & Maulana, (2021) assert that PJOK serves as a school subject that functions as a vehicle through which students develop their inherent abilities by means of physical activity; in accordance with the objectives of PJOK, the subject can encourage students to enhance and develop the skills they possess, such as motor skills, both gross and fine motor skills cognitive ability, reasoning ability, and the capacity to comprehend affective, mental, and spiritual values, among many others. One of the core topics in PJOK at the senior high school level is floor gymnastics, which encompasses various movements such as the forward roll, backward roll, candle pose, bridge, and tiger sprong. Nugroho et al., (2024) note that these five movements constitute the primary focus of floor gymnastics instruction that students at the secondary school level must master.

The tiger sprong is one of the most technically complex and psychologically challenging floor gymnastics movements. The movement closely resembles the forward roll; however, in

its execution it employs a two-footed push-off, a jump, and a flight phase in the air before landing, which renders it prone to the risk of injury (Sefriana et al., 2022). This technical complexity makes the tiger sprong a topic that requires physical, psychological, and cognitive readiness in an integrated manner. Furthermore, Tamim et al., (2021) reveal that students generally feel anxious and lack confidence when performing the tiger sprong, which constitutes the dominant factor inhibiting their mastery of the movement technique.

Based on a survey conducted at SMA Negeri 3 Ambon, the PJOK subject particularly floor gymnastics, has been running well. During the learning process, the teacher provided students with opportunities to practice the tiger sprong, while the teacher and the researcher observed the movements performed by the students. After all students had practiced the movements assigned by the teacher, many students were still unable to perform the movement properly: some remained hesitant while performing the movement, and others were able to perform it but not yet well. In addition, although the teacher had endeavored to explain, to have students observe the tiger sprong, to discuss it, and then to present it, the outcomes remained the same many students were still unable to perform the tiger sprong correctly, and some were still afraid to attempt it. The teacher had carried out instruction effectively using the discovery learning model, in which students were given the opportunity to observe, discuss, and present the tiger sprong; nevertheless, the reality was that some students remained unable to perform the movement well. This was mainly because female students were afraid to perform the tiger sprong for fear of breaking their arms or injuring their necks, and also because they were embarrassed about being laughed at by their peers. Likewise, among the male students, some were able to perform the tiger sprong while others could not perform it well, and some merely executed a movement resembling a forward roll followed by standing up. The tiger sprong carries a substantial risk of injury; therefore, students must perform it properly and correctly, beginning from the standing position, through the flight in the air, to a perfect landing (Saputra, 2022).

The low learning outcomes in the tiger sprong are influenced by various interrelated factors. Febriyani et al., (2020) found that students' level of self-confidence in tiger sprong instruction generally fell within the fairly good category, with a portion falling within the poor to very poor categories, indicating that many students remained hesitant and lacked confidence when executing the movement. This condition is exacerbated by an external factor in the form of limited adequate facilities and infrastructure for floor gymnastics instruction (Tamim et al., 2021). In addition, the dimension of motivation has been shown to play a highly strategic role. Hadjarati & Haryanto, (2020) demonstrated that the motivation variable has a very strong relationship with floor gymnastics learning outcomes, such that the higher students' motivation, the higher their learning achievement. These findings confirm that an instructional approach that disregards the psychological and cognitive dimensions will not be able to optimize students' learning outcomes in movement skills.

Efforts to improve tiger sprong learning outcomes through various instructional strategy innovations have been demonstrated by a number of prior studies. Sefriana et al., (2022), in their research on the development of a tiger sprong training model, showed that the application of a structured instructional model tailored to students' needs proved feasible to use and effective in helping students learn more efficiently, with a field-trial feasibility level reaching 83.2%. This finding is consistent with the research of Nugroho et al., (2024), which demonstrated that the application of a demonstration-based instructional method succeeded in improving students' ability in floor gymnastics from 40% to 80% in only eight instructional sessions. Meanwhile, at the international level, Ghorbel et al., (2025) demonstrated that an innovative instructional strategy based on the flipped classroom in floor gymnastics

significantly improved students' motor achievement, mastery of cognitive knowledge, and autonomous learning motivation compared with conventional instructional methods.

Grouping students on the basis of equivalent characteristics is one strategy relevant to addressing the problem of differences in psychological and cognitive readiness among students. Alsalhi et al., (2025) assert that homogeneous grouping organizing students on the basis of similarity in ability, interest, and skill level within the same group ensures that all group members possess comparable competence, so that learning can proceed in a more directed and effective manner. Furthermore, Amri-dardari et al., (2022) demonstrated that motor-skill instructional strategies in gymnastics that take into account students' cognitive attentional focus exert a significant effect on the acquisition and retention of movement skills. Together, these two findings provide a strong scientific foundation for developing a strategy that integrates homogeneous grouping with consideration of students' psychological and cognitive dimensions.

Based on the problem described above, the researcher posits that there is an issue with the instructional model used by the teacher because, even though the teacher had taught correctly in accordance with the instructional model employed and the students had also followed the instruction well, the learning objectives had not yet been achieved. Accordingly, the author recommends the use of the Homogeneity Psycho-Cognition (HPC) strategy

METHOD

This study is a form of Classroom Action Research (CAR). CAR was selected because this research aims to improve and enhance the quality of both the process and the outcomes of tiger sprong instruction through concrete actions carried out by the teacher in the classroom in a reflective and collaborative manner.

The research design employed was the Kemmis and McTaggart spiral model, which consists of four stages in each cycle, namely: (1) planning, (2) acting, (3) observing, and (4) reflecting. The research was conducted in two cycles, and if the indicators of success had not been achieved by Cycle II, the research would be continued in the subsequent cycle until the target was reached.

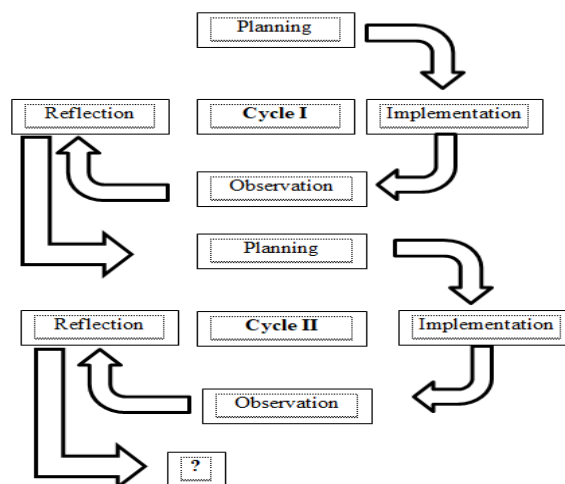


Figure 1. Classroom Action Research Design

This research was conducted at SMA Negeri 3 Ambon, beginning on October 3, 2025, and ending on November 3, 2025. The subjects of this study were the students of Grade XI-2 at SMA Negeri 3 Ambon, totaling 30 students. The instruments used in this study were: a teaching

module serving as the reference or guideline for instruction, and an assessment rubric used to measure tiger sprong learning outcomes.

The data analysis technique used in this classroom action research was a quantitative data analysis technique employing the following formulas:

The mean of students' learning outcomes was computed to determine the overall level of students' tiger sprong ability in each cycle. The formula used is:

$$\text{Mean Score} = \frac{\text{Total Score of All Students}}{\text{Number of Students}}$$

The percentage of classical learning mastery was computed to determine the proportion of students who had attained the Minimum Mastery Criterion (KKM). The formula used is:

$$\text{Mastery Percentage} = \frac{\text{Number of Students Who Passed}}{\text{Total Number of Students}} \times 100\%$$

A student was deemed to have passed if the score obtained reached or exceeded the KKM established by the school.

RESULTS AND DISCUSSION (12 pt)

1.1. Results

a. Results of Cycle I

1) Planning Stage

The planning stage below comprised several points, namely:

- a) Preparing the teaching material (the teaching module).
- b) Preparing the instructional tools and facilities to be used in the learning process.
- c) Constructing the tiger sprong test instrument and the observation of instruction through the assessment rubric contained in the teaching module.

2) Acting Stage

The implementation of the instructional activity for Cycle I was carried out on October 8, 2025, in Grade XI-2 of SMA Negeri 3 Ambon for the 2025/2026 academic year, with 30 students. This process referred to the teaching module and the assessment rubric.

3) Observing Stage

Observation was carried out while the learning process was taking place, using the assessment rubric, by performing the tiger sprong through the Homogeneity Psycho-Cognition strategy with the students of Grade XI-2 at SMA Negeri 3 Ambon. Throughout the learning process, the researcher had to conduct observation from the beginning to the end of instruction with the aim of determining students' learning outcomes during the learning process carried out. The data from the research results in Cycle I are presented in the following table:

Table 1. Tiger Sprong Learning Outcomes in Cycle I

o	Student Initials	Assessment Aspects			Final Score	Description
		Cognitive	Psychomotor	Affective		
	AA A	81	80	75	79	Pass
	A MZ	44	40	50	45	Not Pass
	AA T	75	80	75	77	Pass
	AA K	81	80	75	79	Pass

	AI A	94	80	94	8 9	Pass
	CA	81	80	94	8 5	Pass
	DV	75	80	75	7 7	Pass
	FY RP	75	60	75	7 0	Not Pass
	FN R	69	60	75	6 8	Not Pass
0	FM	63	60	75	6 6	Not Pass
1	FU	75	60	75	7 0	Not Pass
2	GP BK	56	100	88	8 1	Pass
3	GS	69	80	69	7 3	Not Pass
4	H M	63	100	75	7 9	Pass
5	JR H	63	80	81	7 5	Not Pass
6	KF K	75	80	75	7 7	Pass
7	L MM	63	60	56	6 0	Not Pass
8	MJ S	94	40	88	7 4	Not Pass
9	MS N	81	40	81	6 7	Not Pass
0	MF H	94	100	88	9 4	Pass
1	M QT	94	80	75	8 3	Pass
2	NV A	75	60	56	6 4	Not Pass
3	ND LT	81	60	63	6 8	Not Pass
4	PS	63	60	75	6 6	Not Pass
5	RA M	88	60	63	7 0	Not Pass
6	RH S	56	60	75	6 4	Not Pass
7	SN E	75	80	94	8 3	Pass

8	SA TT	94	80	63	7	Pass
9	UH	81	40	75	6	Not Pass
0	GR R	94	80	81	8	Pass
Total					2	
Mean					7	
Highest Score					9	
Lowest Score					4	
Number Passing					1	
Number Not Passing					6	
Mean Mastery Percentage					4	
Mean Non-Mastery Percentage					5	
					7%	
					3%	

From the table above, it can be explained that the percentage of students' learning ability was 47%, or there were 14 students who had achieved learning mastery. These results indicate that, in the first cycle, students had not achieved classical learning mastery, because the students who obtained a KKM score below 75 amounted to 53%, or 16 students who had not passed. This was because the students were not yet able to perform the movement well, in accordance with what the teacher had conveyed.

4) Reflecting Stage

In the implementation of the teaching and learning activity, the following results were obtained: in the first session, tiger sprong instruction proceeded well while the teacher was explaining and demonstrating. However, when given the opportunity to perform the movement, the students did not perform it well; nevertheless, by giving them the opportunity to perform it repeatedly, they became able to do it, although the outcomes they obtained varied, some met the KKM while others did not.

5) Plan Revision

The implementation of the Cycle I teaching and learning activity still contained shortcomings, particularly when the students performed the tiger sprong, so that revisions needed to be made for the subsequent cycle.

- a) The teacher needs to reassure students that the instructional equipment is safe and comfortable when performing the movement, so that students do not feel tense and afraid; and students should be invited to be actively involved in performing it.
- b) The teacher needs to manage instructional time well and to add information deemed necessary.
- c) The teacher must be enthusiastic and skilled in motivating students, so that students become more enthusiastic about and engaged in the teaching and learning process.

b. Results of Cycle II

Cycle II was a follow-up action to Cycle I, in which the implementation of the actions in Cycle I, on average, yielded suboptimal results that did not yet meet the expected criteria. The implementation of Cycle II therefore constituted an improvement upon Cycle I. The stages carried out were as follows:

1) Planning Stage

- a) Preparing the teaching material (the teaching module), referring to the actions applied in the CAR and based on what had occurred in Cycle I.
- b) Preparing the instructional tools and facilities to be used in tiger sprong instruction.
- c) Constructing the tiger sprong test instrument, along with the observation of instruction through the assessment rubric contained in the teaching module.

2) Acting Stage

The implementation of the instructional activity for Cycle II was carried out on November 1, 2025. This learning process referred to the teaching module and the observation sheet prepared with attention to the revisions made in Cycle I, so that the errors or shortcomings in Cycle I were corrected and not repeated in Cycle II.

3) Observing Stage

Observation was carried out by the researcher while the learning process was taking place, using an observation sheet for performing the tiger sprong. Throughout the learning process, the researcher had to conduct observation from the beginning to the end of instruction with the aim of determining students' ability level during the teaching and learning process carried out. The data from the research results in Cycle II are as follows:

Table 2. Tiger Sprong Learning Outcomes in Cycle II

No	Student Initials	Assessment Aspects			Final Score	Description
		Cognitive	Psychomotor	Affective		
	AA A	81	80	75	79	Pass
	A MZ	81	80	69	77	Pass
	AA T	75	80	69	75	Pass
	AA K	81	80	75	79	Pass
	AI A	94	80	94	89	Pass
	CA	81	80	94	85	Pass
	DV	75	80	75	77	Pass
	FY RP	75	100	75	83	Pass
	FN R	69	80	81	77	Pass
0	FM	63	80	88	77	Pass
1	FU	75	80	81	79	Pass

2	GP BK	56	100	88	8 1	Pass
3	GS	69	80	88	7 9	Pass
4	H M	63	100	75	7 9	Pass
5	JR H	63	80	81	7 5	Pass
6	KF K	75	80	75	7 7	Pass
7	L MM	69	80	75	7 5	Pass
8	MJ S	94	60	88	8 1	Pass
9	MS N	94	60	10 0	8 5	Pass
0	MF H	94	100	88	9 4	Pass
1	M QT	94	80	75	8 3	Pass
2	NV A	81	80	75	7 9	Pass
3	ND LT	81	80	63	7 5	Pass
4	PS	88	80	88	8 5	Pass
5	RA M	88	80	63	7 7	Pass
6	RH S	81	60	88	7 6	Pass
7	SN E	75	80	94	8 3	Pass
8	SA TT	94	80	63	7 9	Pass
9	UH	94	80	88	8 7	Pass
0	GR R	94	80	81	8 5	Pass
Total					2 410	
Mean					8 0	
Highest Score					9 4	
Lowest Score					7 5	

Number Passing	3	
Number Not Passing	0	
Mean Mastery Percentage	1	
Mean Non-Mastery Percentage	0	
	00%	
	%	

From the table above, it can be explained that, in the Cycle I learning process, 14 subjects had not yet attained the KKM in Cycle I or 47%, and this was achieved in Cycle II, such that in Cycle II all subjects attained the KKM, or 100%. This means that, in Cycle II, the learning process proceeded in accordance with the revised plan, so that the students were able to perform the tiger sprong correctly.

4) Reflecting Stage

At this stage, what occurred during the learning process both the favorable and the unfavorable aspects of the learning activity was examined, and the following observation results were obtained:

- a) Regarding the approach and push-off, it was identified that students performed the tiger sprong correctly and well, as observed when students executed the approach and push-off toward the next phase of the movement and were deemed successful.
- b) Regarding the flight phase and the hand support, students were deemed to perform correctly, as observed when students executed the flight and hand-support phase of the tiger sprong.
- c) Regarding the transition into the forward roll, students were able to perform the movement, as observed when students executed the tiger sprong correctly.
- d) Regarding the landing and neatness, students performed the landing and the neatness correctly, as observed when students executed the tiger sprong correctly. This movement is the final phase of the tiger sprong.
- e) The approach and push-off, the flight phase and hand support, the transition into the forward roll, and the landing and neatness (final posture) of the tiger sprong were performed correctly, in accordance with the learning objectives attained.
- f) The shortcomings in Cycle I were varied: some students were not yet able to perform the approach and push-off, some struggled with the flight and support phase, some with the transition into the forward roll, and finally some with the landing and neatness (final posture). All of these movements underwent change and improvement in Cycle II, so that the learning objectives were achieved.
- g) In the Cycle II learning outcomes, all students attained the Minimum Mastery Criterion (KKM) of 75.

1.2. Discussion

The research results in Cycle I show that the application of the Homogeneity Psycho-Cognition strategy succeeded in improving students' understanding of the tiger sprong technique, although classical mastery was not yet optimal, with a percentage of 47% (14 of 30 students passing) and a class mean of 74. The highest score attained was 94, while the lowest score was 45, indicating fairly high variability in the learning outcomes among the students of Grade XI-2 at SMA Negeri 3 Ambon.

This finding is consistent with the view of Budiman, (2022), who explains that, in motor learning, there are several matters that must first be understood, namely an understanding of human movement concepts such as (1) the movement-concept comprehension stage; (2) the associative stage; and (3) the autonomous stage. Mastery of complex floor gymnastics

movements must be carried out over more than one instructional cycle; this is intended so that students can understand and perform the movement correctly and reduce fatal errors that could result in injury to students (Islami et al., 2025).

The cognitive aspect of tiger sprong instruction in Cycle I showed relatively good development. The mean cognitive score of students reached 76.5, with a highest score of 94 and a lowest of 44. This indicates that the homogeneous grouping strategy based on cognitive readiness was effective in facilitating students' conceptual understanding. This finding is supported by the research of Kensiwi et al., (2025), which found that the formation of heterogeneous groups produced a significant improvement in students' learning outcomes compared with homogeneous groups, with the diversity of ability within heterogeneous groups fostering better mastery of the material and more active student engagement. This differs from the view of Fenanlampir et al., (2025), who previously explained that one element of the HPC strategy is grouping based on cognitive homogeneity, in which only the cognitive aspect is made homogeneous, while other aspects such as social background, sex, and ethnicity remain heterogeneous. This arrangement enables students of comparable ability to interact on more equal terms, reduces the dominance of high-achieving students, and provides broader room for expression for students of lower ability.

However, in Cycle I there was still a significant gap between cognitive mastery and psychomotor ability. The psychomotor aspect showed a lower mean score (73.3) than the cognitive aspect, with 16 students (53%) not yet attaining the KKM. This pattern was particularly evident among female students, who experienced a psychological barrier in the form of low self-confidence. This phenomenon is confirmed by the research of Kumala & Maksum, (2020), which showed that there is a difference in anxiety level between male and female students, with female students being more anxious than male students in floor gymnastics instruction. An important finding of this research is that the psychological dimension (self-confidence and motivation) proved to be a determinant factor affecting the transfer of cognitive knowledge into motor skills.

The research results in Cycle II show a dramatic and impressive improvement. All 30 students (100%) succeeded in attaining the KKM, with the class mean increasing from 74 to 80 points an increase of 8.1% within a single instructional cycle. This represents a highly significant improvement and quantitatively demonstrates the effectiveness of the Homogeneity Psycho-Cognition strategy. The lowest score in Cycle II was 75 (equal to the KKM), while the highest score remained 94, indicating a reduction in the disparity of learning outcomes and an improvement in the consistency of performance across all students.

This achievement of 100% classical mastery in Cycle II theoretically supports the concept advanced by Anisah et al., (2025), namely that understanding students' temperament, learning style, and emotional and social needs helps to create an inclusive and nurturing learning environment; in particular, the psychological dimension can raise the success rate of floor gymnastics instruction from an average of 40–50% to more than 80% in less than two cycles. The longitudinal research of Ghorbel et al., (2025) likewise found that adjusting instructional strategies on the basis of formative feedback can improve learning outcomes to the maximum level in the majority of the population.

A significant change occurred in the psychomotor component, in which the mean score increased from 73.3 (Cycle I) to 81.7 (Cycle II). This improvement reflects that the instructional revisions in Cycle II, particularly the teacher's efforts to reassure students about equipment safety, to enhance motivation, and to provide more personalized feedback succeeded in overcoming the psychological barriers that had previously hindered the execution of the movement. The research of Amri-dardari et al., (2022), published in *Motor Control*,

emphasizes that a cognitive attentional focus and a positive psychological climate increase the acquisition of complex motor skills by 35–40%. This finding provides a strong scientific basis for why the strategy revisions in Cycle II which emphasized the dimensions of motivation and psychological safety produced a marked improvement in the psychomotor aspect.

The Homogeneity Psycho-Cognition strategy developed in this research was empirically proven to be highly effective in improving tiger sprong learning outcomes. This effectiveness is demonstrated by: (1) the increase in classical mastery from 47% to 100%; (2) the increase in the class mean by 8.1%; and (3) the reduction in the disparity of learning outcomes (the range decreased from 49 points to 19 points). This combination of innovations homogeneous grouping based on cognitive readiness, together with confidence-based intervention and a progressively scaffolded learning sequence can create a learning ecosystem that is responsive to the individual needs of each student.

At the theoretical level, this strategy integrates three principal streams of thought in contemporary physical education. First, ability grouping, drawn from differentiated instruction theory (Tomlinson, 2017). Second, psychological readiness, drawn from self-determination theory (Deci et al., 2013; Ryan & Deci, 2020), which emphasizes the importance of autonomy, competence, and relatedness. Third, cognitive load theory (Sweller, 1988), which proposes that cognitive load must be carefully managed for learning to be optimal. Meanwhile, with reference to the view of Fenanlampir et al., (2021), who define the HPC (Homogeneity Psycho-Cognition) strategy as an instructional strategy that prioritizes cooperation among students in small groups to achieve learning objectives on the principle that grouping is carried out on the basis of homogeneity of students' cognitive ability, this strategy is specifically oriented toward the psychological protection of students, particularly those with lower cognitive ability, so that they can learn without psychological burden, feelings of inferiority, fear, or trauma resulting from unpleasant learning experiences. This research demonstrates that the integration of these three pillars produces a superior outcome compared with conventional instructional approaches that do not take into account the heterogeneity of students' psychological and cognitive characteristics.

CONCLUSION

The application of the Homogeneity Psycho-Cognition (HPC) strategy proved effective in improving tiger sprong learning outcomes among the students of Grade XI-2 at SMA Negeri 3 Ambon. This is evidenced by the increase in the percentage of classical mastery from 47% (14 students passing) in Cycle I to 100% (30 students passing) in Cycle II, as well as the increase in the class mean from 74 in Cycle I to 80 in Cycle II. In addition, the disparity in learning outcomes among students also decreased significantly, marked by the narrowing of the score range from 49 points in Cycle I to only 19 points in Cycle II, which reflects an improvement in the consistency of performance across all students.

The success of the HPC strategy in this research was supported by three principal pillars, namely the grouping of students on the basis of equivalent psychological conditions (self-confidence and motivation), cognitive readiness (an understanding of the stages of the movement technique), and the provision of instructional intervention tailored to the needs of each group. In Cycle I, the main barrier encountered was the gap between cognitive mastery and psychomotor ability, particularly among female students, who experienced fear and low self-confidence. This barrier was successfully overcome in Cycle II through revisions in the form of strengthening students' confidence in equipment safety, enhancing motivation on a personal level, and providing more directed feedback, so that all students were able to attain the established Minimum Mastery Criterion (KKM).

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