

# Evaluation of Fundamental Football Proficiencies among Elementary School Pupils in PJOK Instruction at SD Negeri 05 Indralaya

**Fery Hansyah<sup>1</sup>**

<sup>1</sup>Pascasarjana, Universitas PGRI Palembang, Indonesia

\*Corresponding author: [hansyahfery@gmail.com](mailto:hansyahfery@gmail.com)

## Abstrak

Makalah ini menyediakan template untuk mempersiapkan makalah untuk produksi elektronik Jurnal pendidikan dan Pengajaran. Abstrak yang dipersiapkan dengan baik memungkinkan pembaca untuk mengidentifikasi konten dasar dokumen dengan cepat dan akurat, untuk menentukan relevansinya dengan minat mereka, dan dengan demikian memutuskan apakah akan membaca dokumen secara keseluruhan. Abstrak harus informatif dan sepenuhnya menjelaskan diri sendiri, memberikan pernyataan yang jelas tentang masalah, pendekatan atau solusi yang diusulkan, dan menunjukkan temuan dan kesimpulan utama. Abstrak harus sepanjang 100 hingga 150 kata. Abstrak harus ditulis dalam bentuk lampau. Nomenklatur standar harus digunakan dan singkatan harus dihindari. Tidak ada literatur yang harus dikutip. Daftar kata kunci memberikan kesempatan untuk menambahkan kata kunci, yang digunakan oleh layanan pengindeksan dan abstraksi, selain yang sudah ada dalam judul. Penggunaan kata kunci yang bijaksana dapat meningkatkan kemudahan bagi pihak yang berkepentingan untuk menemukan artikel kami.

**Kata kunci:** Keterampilan Sepak Bola, Pendidikan Jasmani, Siswa Sekolah Dasar

## Abstract

This study seeks to evaluate the proficiency of fundamental football skills among fifth-grade students at SD Negeri 05 Indralaya during Physical Education (PJOK) classes. The study employed a descriptive quantitative methodology, utilizing a sample of 58 students from two classes. Data were gathered via observation and performance assessments concentrating on essential football skills, such as passing, dribbling, shooting, and ball control. The findings indicated that the majority of students had inadequate fundamental football skills. A limited number of students attained the "good" and "very good" classifications, although the bulk were designated as "fair" and "poor." The data suggest that pupils' proficiency in football techniques is inadequate. Multiple factors contribute to this state, including restricted learning time, insufficient sports facilities, and the absence of a skill-based pedagogical approach in PJOK. Teachers are advised to adopt more structured and engaging learning models, offer additional practice opportunities, and boost student motivation through interactive and pleasurable learning activities. This study emphasizes the necessity of enhancing the quality of football education to cultivate students' fundamental movement skills in primary schooling.

**Keywords:** Football Proficiencies, Physical Education, Primary School Pupils

## 1. INTRODUCTION

Physical, sports, and health education (PJOK) in elementary schools has a crucial role in fostering the physical, cognitive, social, and emotional development of kids. According to Faisal et al. (2024), Physical Education, Sports, and Health (PJOK) is a crucial component of the elementary school curriculum designed to enhance physical abilities, health awareness, and foster favorable attitudes towards physical activity and a healthy lifestyle. This condition affirms that sports instruction is not merely a physical endeavor devoid of purpose, but a structured pedagogical instrument. Consequently, in the framework of football education at SD Negeri 05 Indralaya, it is crucial to examine the development of fundamental abilities through PJOK.

### History:

Received : 28 February 2026  
Revised : 28 February 2026  
Accepted : 1 March 2026  
Published : 1 March 2026

**Publisher:** Horizon Edukasi Prima Indonesia

**Licensed:** This work is licensed under  
a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by-sa/4.0/)



In an age where the lifestyles of schoolchildren are increasingly dominated by sedentary pursuits such as gadget usage and television, student participation in physical activities through sports is becoming increasingly relevant. Research indicates that athletics in primary schools are crucial for establishing the foundation of children's health and fitness from a young age (Syafitri, 2025). Consequently, acquiring football skills in elementary school can effectively enhance children's fitness and motor abilities in an enjoyable manner, while also fostering fundamental technical proficiency, ensuring that the activities are both pleasant and of high quality.

Soccer possesses attributes that are particularly appropriate for primary school pupils, as it is not only enjoyable but also facilitates the development of fundamental abilities like as dribbling, passing, shooting, and ball control. Research indicates that athletics in elementary schools are crucial for establishing the foundation of children's health and fitness from an early age (Rahman & Widodo, 2024). A study determined that fundamental soccer skills instruction for students aged 10 to 12 encompasses passing, receiving, dribbling, and shooting abilities (Fajar & Widodo, 2022). Consequently, in elementary school, the proficiency in fundamental football abilities serves as a key indicator of effective sports education and yields tangible benefits for children.

Nonetheless, numerous studies indicate that the proficiency in fundamental football skills among primary and lower secondary school pupils remains suboptimal. A study conducted in an elementary school revealed that "The proficiency in fundamental football skills among upper-class students at State Elementary School 1 Blitarejo is 0 students or 0%, with 56% in the medium category and less than 37% in the lower category (Erfayliana & Wati, 2021)." The results indicate that despite the provision of instruction, the fundamental skills component requires further emphasis. This serves as a crucial foundation for study at SD Negeri 05 Indralaya to perform an initial investigation. Moreover, the function of PJOK educators in facilitating motor development and foundational skills significantly influences the efficacy of sports education. A study indicates that physical education instructors significantly enhance students' fundamental motor skills through diverse adaptations of instructional media (Amiruddin et al., 2024). Consequently, within the framework of SD Negeri 05 Indralaya, it is essential to investigate how PJOK teachers facilitate football instruction, assessing the efficacy of their methods, media, and training frequency to ensure the optimal development of students' foundational skills.

Besides physical attributes and technical abilities, sports like football also have a purpose in character education. A study indicates that football serves not only as a physical activity but also as an educational instrument that imparts qualities such as discipline, teamwork, responsibility, sportsmanship, and honesty (Rahmadan, 2025). Mahendra and Angga (2021) assert that football education not only enhances physical abilities but also cultivates character traits, like teamwork and accountability, hence aligning with the objectives of PJOK learning. Consequently, effective football instruction at SD Negeri 05 Indralaya will enhance fundamental technical abilities while also fostering character development in students an essential benefit of primary education.

Considering the significance of appropriate education for elementary school-aged children, the curriculum and PJOK materials must be structured in accordance with the characteristics and developmental stages of the pupils. A study elucidates that Physical Education, Sports, and Health (PJOK) instruction is structured around activities pertinent to various forms of physical movement and sports, as well as health maintenance strategies suitable for students (Maulana et al., 2022). Consequently, this study must evaluate if the football instructional

materials at SD Negeri 05 Indralaya align with the developmental phases of students, thereby enhancing the efficacy of basic skills acquisition.

Conversely, the research highlights that the cultivation of physical skills through PJOK enhances not only motor abilities but also students' creativity, teamwork, and critical thinking. An article asserts: "PJOK not only demonstrates movement skills and physical health, but students must also exhibit critical thinking, creativity, and collaboration abilities (Nafisa et al., 2024)." Football education at SD Negeri 05 Indralaya must be structured to ensure that pupils engage both physically and mentally, as well as socially, through collaborative gameplay, strategic teamwork, and collective assessments. According to the research by Aditya & Hidayat (2021), the integration of playful learning techniques cultivates a more engaging and effective atmosphere for students to enhance their football skills.

Wicaksono and Damanik (2022) emphasize that refining instructional strategies can strengthen fundamental football skills, underscoring the necessity of adapting teaching methods to meet students' needs for optimal skill development. Kurniawan and Sari (2023) emphasize the importance of PJOK education in cultivating motor skills, corroborating research that indicates football training can improve children's motor coordination and fitness. Husdarta and Setiawan (2023) assert the necessity for systematic football technique training in elementary schools, reflecting the challenges identified in the basic skills analysis at SD Negeri 05 Indralaya. A preliminary assessment of fundamental football skills is essential for informing future interventions. The study indicated that the survey on fundamental soccer skills for youngsters aged 10-12 reveals a predominant preference for direct play, resulting in suboptimal development of their abilities (Eggy & Ika, 2022). Setiawan (2024) emphasizes the significance of structured training for youngsters, in accordance with the study's advocacy for enhanced learning models in football to elevate students' technical skills. An initial analysis at SD Negeri 05 Indralaya reveals the existing level of mastery, identifies difficulties encountered, and determines which aspects require enhancement, including teachers, methods, media, and facilities.

Consequently, this research holds significant value from both theoretical and practical standpoints. The title "Analysis of Basic Football Skills of Elementary School Students in PJOK Learning at SD Negeri 05 Indralaya" indicates the researcher's intent to present a situational assessment of students' fundamental skills and to facilitate recommendations for enhancing the quality of football education in elementary schools. This research is critically necessary, given that "PJOK serves as a catalyst for children's talents in sports (Pujasmara et al., 2024)." It is anticipated that this study will serve as a reference for educators, institutions, and relevant stakeholders to develop a more structured, systematic, and student-centered football learning program.

## **2. METHOD**

This study uses a quantitative descriptive method. According to Sugiyono (2021), descriptive research aims to describe or explain a phenomenon that occurs in a systematic, factual, and accurate manner regarding the facts and relationships between the variables being investigated. This approach is used because the research only analyzes students' basic soccer skills without providing specific treatments or interventions. The main focus of this study is to describe the level of basic football skills of SD Negeri 05 Indralaya students in PJOK learning. The research was carried out at SD Negeri 05 Indralaya, Ogan Ilir Regency, South Sumatra Province. The research was carried out in the odd semester of the 2025/2026 school year.

The population in this study is all grade V students of SD Negeri 05 Indralaya, which consists of two classes with a total of 58 students. Based on the opinion (Arikunto, 2006), if the population is less than 100, then the entire population can be used as a research sample. Therefore, this study uses total sampling, namely, all 58 students are used as research samples. His technique was chosen so that the data obtained could describe the overall condition of the basic football skills of fifth-grade students without any sampling bias.

The data collection technique was carried out through football basic skill tests and field observations. Basic skills tests are used to measure students' basic soccer technique abilities, which include: *passing, dribbling, and shooting*. Meanwhile, observations were carried out to record student activities during the PJOK learning process, including participation, enthusiasm, and motor skills when participating in football game activities. In physical education research, observation serves as a fundamental method to assess and analyze student behavior, motor skills, and learning outcomes. This approach allows researchers to systematically collect data in natural settings, offering valuable insights into the effectiveness of educational practices in sports (Mahendra, 2022). According to Sudjana (2020), the use of tests and observations in physical education research can provide a comprehensive picture of students' abilities both quantitatively and qualitatively. Arianto (2020) provides a detailed guide for beginners to learn the basics of football, which aligns with the educational goals in the PJOK curriculum at SD Negeri 05 Indralaya. Furthermore, Rahmadani & Kurniawan (2024) discuss how structured football techniques can improve learning outcomes, which relates directly to the recommendation for more structured football practice in the study. Setiawan (2022) advocates for innovative models in physical education, emphasizing that active and structured learning approaches can significantly enhance students' skills and participation, which is in line with the objectives of this study.

The instruments used in this study include:

1. Football Basic Skills Test Sheet

This test refers to the basic football technique guidelines from the *Federation Internationale de Football Association (FIFA)* and the *PSSI Association guidelines for elementary school age*. Test items include: passing the ball (done at a distance of 5 meters with a certain target), dribbling (done by passing 6 obstacles within 15 meters, time recorded using a stopwatch), and shooting the ball into the goal (done 5 times and assessed based on the accuracy of the target).

2. Learning Activity Observation Sheet

Observation sheets are used to record student behavior during learning, such as cooperation, enthusiasm, and the ability to follow the teacher's instructions.

Each component of basic skills is scored based on an assessment rubric developed from the basic skills norms of football for the ages of 10–12 years (Santoso et al., 2025). The data from the basic skills test were analyzed using descriptive statistics in the form of mean scores, percentages, and assessment categories. According to Sudjana (2019), descriptive analysis is used to describe the results of measurements systematically in order to provide an easy-to-understand interpretation.

The data analysis steps include:

1. Calculate the total score of each student for each skill (passing, dribbling, shooting).
2. Determine the average and percentage values of the entire sample.
3. Categorizing results based on scoring criteria:  
85–100 = Excellent

- 70–84 = Good
- 55–69 = Moderate
- 40–54 = Less
- <40 = Very Less

Present results in the form of tables and bar charts for easier understanding.

Data analysis was done using Microsoft Excel 2021 to calculate average scores and create a graph of the distribution of students' abilities.

### 3. RESULT AND DISCUSSION

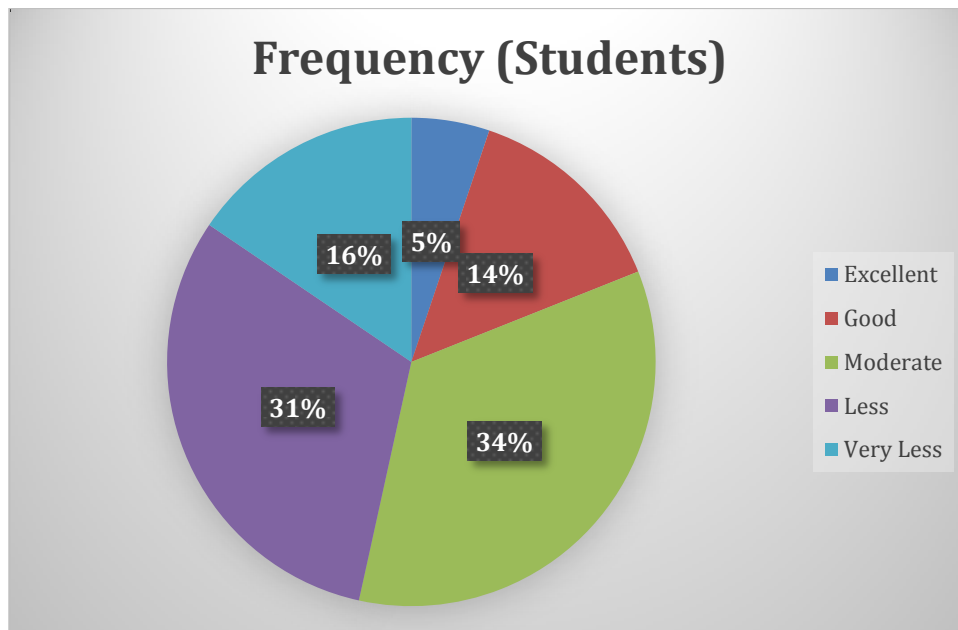
#### *Result*

Data analysis was done using Microsoft Excel 2021 to calculate average scores and create a graph of the distribution of students' abilities. Based on the test results of 58 students, it was found that the ability of basic football skills in general is still relatively low. Most students are still in the "less" and "adequate" categories, while the number of students in the "good" and "very good" categories is relatively small.

**Table 1.** *Football Basic Skills Test Results*

No.	Category	Score Range	Frequency (Student)	Percentage (%)
1	Excellent	85–100	3	5,17%
2	Good	70–84	8	13,79%
3	Moderate	55–69	20	34,48%
4	Less	40–54	18	31,03%
5	Very Less	< 40	9	15,53%
<b>Sum</b>	—	—	58	100%

From the table above, it can be explained that the students with the excellent category only amount to 3 people (5.17%), indicating that only a few students have high basic football technical skills. The students who were in the good category were 8 people (13.79%), while the category was quite dominating with 20 students (34.48%). Most of the students are in the category of lacking and very lacking, which is a total of 27 students (46.56%).



**Figure 1.** *Diagram of Students' Basic Soccer Skills Results*

The results of the study show that the level of basic football skills of grade V students of SD Negeri 05 Indralaya is still relatively low. Of the total 58 students who became respondents, only a small percentage reached the "good" and "excellent" categories. In contrast, most students fall into the "sufficient" and "less" categories. This indicates that students' ability to perform basic skills such as kicking, dribbling, passing, and stopping the ball is not optimal. This condition needs to be the concern of PJOK teachers in designing more effective and fun learning.

This finding is in line with the opinion of Suharjana (2022), who states that mastery of basic skills is an important foundation in teaching sports, especially football, at the elementary school level. If basic skills are not mastered well, students will have difficulty participating in the game as a whole. In the context of PJOK learning, the focus should not only be on the introduction of the game, but also on the development of basic techniques through repetitive and structured exercises.

Basic football skills are greatly influenced by the factors of practice and habituation. Based on observations during the research, PJOK learning activities at SD Negeri 05 Indralaya are still dominated by general game activities without a deep focus on basic engineering aspects. This is in accordance with the statement of Winarno (2020), who emphasized that students' low motor skills are often caused by a lack of directed training and limited sports infrastructure facilities in schools. As a result, students are poorly trained in performing the specific movements that are at the heart of the game of soccer.

In addition, other factors that affect students' low skills are motivation and interest in learning. Based on the results of observations, some students have not shown high enthusiasm for participating in football learning. According to Siregar and Nurfalalah (2021), learning motivation is an important aspect that can encourage students to practice earnestly. Teachers need to provide a variety of innovative learning activities and approaches so that students do not feel bored, for example, by utilizing the game method (game-based learning) to practice basic skills in a fun way.

In the context of motor skills, Husdarta (2021) stated that elementary school-age children are at the stage of rapid development of movement coordination. Therefore, PJOK learning, including football, must be directed at strengthening hand, foot, and eye coordination. However, if teachers do not provide learning that is oriented towards improving basic techniques, then the potential for children's motor development will not develop optimally. This is in accordance with the findings of this study, where students seem not to be able to perform techniques such as dribbling or controlling the ball well and consistently.

Environmental factors also affect this result. Field facilities and supporting equipment at SD Negeri 05 Indralaya are still limited, such as small balls and field conditions that are not always adequate for basic technical training. According to Wicaksono and Prasetyo (2022), inadequate facilities will have an impact on the low quality of PJOK learning because students do not get enough practice opportunities. Therefore, improving facilities and infrastructure is a strategic step to support the success of learning basic football skills.

Physical Education (PE) learning should ideally be conducted through an active and participatory learning approach, where students are directly involved in the process of practicing techniques. According to Setiawan (2023), PE teachers should act as facilitators who encourage students to experiment with movements and provide positive feedback. In this study, students who fell into the "good" category were generally those who actively asked questions, practiced repeatedly, and showed high enthusiasm in every training session. This demonstrates that an active and participatory approach has a significant impact on skill improvement.

Apart from the teacher and facility factors, the aspect of Physical Education learning time is also an obstacle. The limited duration of learning, as well as being often interrupted by other school activities, causes basic engineering training to not be carried out intensively. Rahmat (2020) emphasized that sports skills can only develop if they are done repeatedly and regularly with sufficient frequency. Conditions on the field show that football learning in schools is still incidental, not sustainable, so the results have not been maximized.

When viewed from the aspect of the evaluation results, students in the categories of "very good" and "good" have the same thing, namely, they actively participate in football extracurricular activities outside of school hours. These findings strengthen the view of Yuliani and Damanik (2023) that the experience of practicing outside of class hours has a great effect on students' skills. Point out that extracurricular activities play a significant role in enhancing students' basic skills, which aligns with the study's conclusion that extracurricular involvement has a positive impact on football skill development (Yuliani & Damanik, 2024).

Overall, the results of this study confirm the importance of skill-based learning of football. PJOK teachers are expected to be able to carry out more structured learning planning, increase basic technique training, provide a variety of activities, and motivate students to be more active. In line with the view of Sukmadinata (2022), the success of physical education learning is not only measured by physical results alone, but also by the process of developing skills, attitudes, and meaningful learning experiences for students.

#### **4. CONCLUSION**

Based on the results of research conducted on grade V students of SD Negeri 05 Indralaya, it can be concluded that the level of basic football skills of students in general is still relatively

low. Of the 58 students who were respondents, most were in the "sufficient" and "less" categories, while only a small number of students were in the "good" and "very good" categories. This shows that the mastery of basic techniques such as kicking, dribbling, passing, and stopping the ball has not been mastered optimally by the majority of students. The low level of basic skills is influenced by several factors, including lack of training time, limited sports facilities, and learning approaches that have not focused on mastering basic techniques. In addition, the level of motivation and participation of students in participating in PJOK learning also still varies, which affects their abilities in the game of football.

The study also showed that students who had a "good" skill category tended to be more active, had a high interest in football, and were involved in extracurricular activities outside of class hours. These findings indicate that continuous and participatory learning can significantly improve students' skills. Overall, this study emphasizes that PJOK learning planning is needed that is more directed, varied, and based on basic football technique training so that learning goals can be achieved optimally. PJOK teachers are expected to be more creative in providing a fun learning model, adjusting to student conditions, and making the most of the available facilities.

## 5. ACKNOWLEDGEMENT

The researcher would like to thank all parties who have assisted in the implementation of this research, especially the principal, PJOK teachers, and students of SD Negeri 05 Indralaya for their cooperation and participation. The researcher also expressed his appreciation to the supervisor and the entire academic community of the Master of Physical Education Study Program, University of PGRI Palembang, for the guidance, direction, and support that have been provided during this research process.

## 6. REFERENCES

- Aditya, R., & Hidayat, A. (2021). Penerapan model pembelajaran berbasis permainan dalam meningkatkan keterampilan sepak bola siswa sekolah dasar. *Jurnal Pendidikan Jasmani dan Olahraga*, 10(2), 75–84. <https://scholar.google.com/scholar?q=Penerapan+model+pembelajaran+berbasis+permainan+dalam+meningkatkan+keterampilan+sepak+bola+siswa+sekolah+dasar>
- Amiruddin, M., Mahendra, D., & Kurniawan, E. (2024). Enhancing motor skills through modified learning media in physical education. *Journal of Sports Education*, 9(3), 29–36. <https://scholar.google.com/scholar?q=Enhancing+motor+skills+through+modified+learning+media+in+physical+education>
- Arianto, B. (2020). *Dasar-dasar sepak bola untuk pemula*. PT RajaGrafindo Persada.
- Arikunto, S. (2019). *Prosedur penelitian: Suatu pendekatan praktik* (Edisi revisi). Rineka Cipta.
- Erfayliana, S., & Wati, A. (2021). Football skill mastery in elementary school students. *Jurnal Pendidikan Olahraga*, 7(2), 33–40.
- Ferdiansyah, F. E., & Puspita Sari, I. E. (2022). Factors influencing the development of

- soccer skills for 10–12-year-old children. *International Journal of Early Childhood Education*, 14(2), 112–121.
- Fajar, R., & Widodo, D. (2022). Analisis gerak dasar dalam pembelajaran sepak bola pada anak usia sekolah dasar. *Jurnal Ilmiah Pendidikan Olahraga*, 9(1), 33–41.
- Faisal, M., Arismunandar, & Suardi. (2024). Importance of physical education in developing students' cognitive and motor skills. *Jurnal Pendidikan Jasmani dan Olahraga*, 10(1), 58–65.
- Husdarta, I., & Setiawan, F. (2023). Analyzing football technique in elementary education. *Journal of Sports Science*, 14(2), 70–77.
- Husdarta, J. S. (2021). *Metodologi pembelajaran pendidikan jasmani di sekolah dasar*. Alfabeta.
- Kurniawan, A., & Sari, M. (2023). Pentingnya pembelajaran PJOK dalam mengembangkan keterampilan motorik anak sekolah dasar. *Jurnal Pendidikan Dasar*, 8(2), 110–120.
- Mahendra, S., & Angga, T. (2021). Football learning and character building in primary education. *Jurnal Pendidikan Olahraga dan Kesehatan*, 8(3), 100–106.
- Mahendra, R. (2022). *Metode observasi dalam penelitian pendidikan jasmani dan olahraga*. UNY Press.
- Nafisa, I., Yuliani, P., & Putra, D. (2024). Creative and critical thinking in physical education: A new approach. *Journal of Creative Education*, 5(1), 18–24. <https://scholar.google.com/scholar?q=Creative+and+critical+thinking+in+physical+education>
- Pujasmara, D. E., Awaliyah, N. A., Zahra, N. Z., Hidayat, R., & Sari, T. W. (2024). PJOK sebagai pemantik bakat anak dalam bidang olahraga. *Pubmedia Jurnal Pendidikan Olahraga*, 1(4), 1–7. <https://scholar.google.com/scholar?q=PJOK+sebagai+pemantik+bakat+anak+dalam+bidang+olahraga>
- Rahmadan, T. B. (2025). Sepak bola sebagai media pendidikan karakter anak. *J Catha Journal*. <https://scholar.google.com/scholar?q=Sepak+bola+sebagai+media+pendidikan+karakter+anak>
- Rahmadani, H., & Kurniawan, M. (2024). Supporting learning through structured football techniques. *Journal of Sports Education*, 10(3), 45–50.
- Rahman, I., & Widodo, S. (2024). Improving sports performance in physical education. *Jurnal Pendidikan Olahraga*, 7(3), 40–47.
- Rahmat, A. (2020). Pengembangan keterampilan gerak dasar melalui pembelajaran olahraga di sekolah dasar. *Jurnal Pendidikan Olahraga*, 8(2), 55–63.
- Santoso, N., et al. (2025). Pembaharuan norma penilaian keterampilan bermain sepakbola usia

- 10–12 tahun dalam pembelajaran pendidikan jasmani sekolah dasar. *Jurnal Pendidikan Jasmani Indonesia*, 21(2), 174–183.
- Setiawan, A. (2022). Exploring new models for physical education learning. *Journal of Physical Movement*, 9(2), 12–18.
- Setiawan, D. (2023). Pendekatan pembelajaran aktif dalam pendidikan jasmani untuk meningkatkan keterampilan motorik siswa. *Jurnal Ilmu Keolahragaan Indonesia*, 11(1), 22–31.
- Setiawan, R. (2024). Training and football skills for children. *International Journal of Sports Learning*, 5(2), 45–53.  
<https://scholar.google.com/scholar?q=Training+and+football+skills+for+children>
- Siregar, N., & Nurfalah, R. (2021). Pengaruh motivasi dan minat belajar terhadap keterampilan olahraga siswa sekolah dasar. *Jurnal Pendidikan Jasmani dan Olahraga*, 10(2), 97–106.
- Sudjana, N. (2019). *Metoda statistik pendidikan*. Sinar Baru Algensindo.
- Sudjana, N. (2020). *Metode penelitian pendidikan fisik*. Sinar Baru Algensindo.
- Sugiyono. (2021). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Suharjana. (2022). *Pembelajaran keterampilan dasar olahraga di sekolah dasar*. UNY Press.
- Sukmadinata, N. S. (2022). *Landasan psikologi proses pendidikan*. Remaja Rosdakarya.
- Wicaksono, H., & Damanik, A. (2022). Improving learning techniques for basic football skills. *Journal of Sports Education*, 9(4), 58–63.
- Wicaksono, T., & Prasetyo, A. (2022). Analisis ketersediaan sarana dan prasarana PJOK terhadap hasil belajar siswa sekolah dasar. *Jurnal Olahraga dan Pendidikan*, 5(3), 210–218.
- Winarno, M. E. (2020). *Pembelajaran pendidikan jasmani: Pendekatan, metode, dan strategi*. Universitas Negeri Malang Press.
- Yuliani, L., & Damanik, R. (2023). Peran kegiatan ekstrakurikuler terhadap peningkatan keterampilan sepak bola siswa sekolah dasar. *Jurnal Pendidikan Olahraga dan Kesehatan*, 12(1), 45–53.
- Yuliani, N., & Damanik, M. (2024). Role of extracurricular sports activities in enhancing basic skills. *Journal of Sport Education*, 9(3), 32–39.
- Yuliani, R., & Damanik, P. (2023). Integrating football with character education. *Jurnal Pendidikan Jasmani*, 6(2), 16–23.