



Factors Influencing Success in Implementing Basic Floor Gymnastics Movement Learning Phase B

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Keywords

External factors;
Floor gymnastics;
Internal factors;
Learning success;
Phase B students

Abstract

Floor gymnastics learning at the elementary school level is an essential component of physical education that supports students' motor development. This study aims to analyze the factors influencing the successful implementation of basic floor gymnastics movement learning among Phase B students at SD Negeri Adipala 07. This research used a descriptive quantitative approach with a questionnaire instrument consisting of 15 items distributed to third- and fourth-grade students, supported by direct observation during the learning process. The data were analyzed using descriptive percentage techniques with the assistance of Microsoft Excel 2019. The results showed that in grade III, internal factors obtained a percentage of 58% and external factors 68%, while in grade IV, internal factors obtained 57% and external factors 74%. All indicators were categorized as good. These findings indicate that external factors, including the teacher's role, learning methods, facilities and infrastructure, and the learning environment, have a more dominant influence on learning success than students' internal factors. This study concludes that the success of basic floor gymnastics learning requires synergy between student readiness, adaptive teacher competence, innovative learning methods, and adequate facility support.

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INTRODUCTION

Education is an important aspect in improving the quality of life and development of students. In physical education, learning plays an important role in developing students' physical and motor abilities (Samsudin, 2008:2). The selection of Phase B is crucial because students aged 8–10 years (grades III and IV of elementary school) are in a golden period for developing gross motor coordination through more complex gymnastic movements. In terms of developmental characteristics, children at this age experience a structured increase in static and dynamic balance, muscle flexibility, and neuromuscular coordination. These physical characteristics are absolute prerequisites for safely acquiring fundamental gymnastics skills. Furthermore, cognitively and psychologically, children in Phase B begin to develop the ability to process sequential movement instructions and possess a natural courage to explore physical space, making this phase the most ideal and effective time to embed the foundation of floor gymnastics skills. At this stage, teachers have a central role in supporting students' academic and non-academic development. In physical education, sports, and health learning, the role of PE teachers is essential in improving students' basic motor skills at the elementary school level. Basic motor movement materials are also relevant to the 2013 Curriculum and the Independent Curriculum because they allow teachers to assess the success of learning in shaping students' attitudes, understanding, and skills (Nurdin, Sabilla, and Abu lyatamas 2024).

Floor gymnastics is one of the important materials in physical education. According to the Ministry of Education and Culture Regulation Number 64 of 2013 concerning content standards, the scope of PE learning includes gymnastic physical activities such as resting on two legs, airplane stance, standing on one leg, tip-toe, handstand, backbend, cartwheel, front roll, and back roll. Floor gymnastics, also referred to as artistic gymnastics, is a sport that uses tumbling and acrobatic movements to create artistic effects in each movement. It is judged based on agility and movement precision and becomes part of students' fitness and health development (Noviyandri et al., 2025). Therefore, learning the basic movements of floor gymnastics in Phase B is important to study, especially in relation to the factors that affect learning success in elementary schools.

The success of floor gymnastics learning is influenced by various factors, including teacher competence, learning methods, and the availability of facilities and infrastructure. These factors are interrelated in creating effective and enjoyable learning for students. Good collaboration among these components is needed to create a conducive learning atmosphere and encourage optimal student development (Rizky et al., 2025). In floor gymnastics learning, modification can be applied through light games before students perform the core movements. PE teachers need to implement varied and engaging learning through fun approaches, such as activity-based games that can increase students' active participation and reduce fear when learning floor gymnastics. In addition, physical education facilities and infrastructure have an important role in supporting the learning process. The implementation of physical education learning must be supported by appropriate facilities and proper management (Herman & Riady, 2018). Limited facilities and infrastructure can hinder the learning process and affect student learning outcomes (Yusufi & Saputri 2022).

Based on the real conditions at SD Negeri Adipala 07, the implementation of basic movement learning for Phase B floor gymnastics is still influenced by the availability of facilities, environmental conditions, and student characteristics. The results of observation showed that the available facilities were still limited and the movement space was not wide enough. Therefore, PE teachers need to use the surrounding environment creatively so that learning becomes more interesting and the educational process can run effectively (Journal et al., 2024). The use of the surrounding environment as an alternative learning medium can help create a better learning atmosphere despite limited facilities. This approach allows the learning process to take place effectively according to student needs and supports the development of students' motor skills (Rois et al., 2024). However, learning still faces several obstacles, such as differences in students' abilities and limited space for movement. This condition shows a gap between the ideal conditions of floor gymnastics learning and the practice that occurs in the field.

Learning at SD Negeri Adipala 07 runs well because of the teacher's role in applying game methods as a form of learning modification to improve students' physical and mental readiness. For elementary school-age children, play is an important part of their needs and cannot be separated from the growth and development process (Satria & Efendi 2025). In its implementation, the teacher provides a simple game using a ball as an auxiliary medium on the mat to train students' readiness. Students are positioned prone with the body raised upward and are directed to position their bodies correctly as preparation for the front roll. Through this approach, students are expected to be more capable, calmer, and no longer afraid to perform floor gymnastics movements, especially the front roll (Nugroho, 2021). This method is also considered able to increase student motivation, support the achievement of learning indicators, and make it easier for PE teachers to deliver the material (Ali et al., 2012). Theoretically, a game-based learning approach provides significant psychological and pedagogical benefits in floor gymnastics instruction. Games create a fun and non-threatening environment, which can effectively shift students' focus away from the fear or anxiety of injury when performing rolling movements. Additionally, the elements of fun and challenge in playing stimulate intrinsic motivation, thereby reducing mental barriers and helping students feel more confident. Ultimately, student engagement is optimally enhanced because games require simultaneous physical and emotional participation, which not only accelerates the mastery of movement skills but also makes it easier for physical education teachers to achieve learning indicators.

Student learning outcomes are one indicator of learning success (Alvira et al., 2024). In addition, the success of learning is influenced by the readiness of teachers in teaching, the availability of facilities and infrastructure, and the learning methods used. The implementation of basic movement learning of floor gymnastics at SD Negeri Adipala 07 shows a fun learning atmosphere through the application of games and ice breaking activities (Jaya & Idhayani 2021). These activities are able to increase student enthusiasm and involvement. With sufficient support from facilities, infrastructure, and a conducive learning environment, students become more active, confident, and easier to understand the material, so that learning objectives can be achieved optimally (Nugroho & Dewi 2023).

Based on this description, the research problem in this study is: what factors influence the success of the implementation of basic floor gymnastics movement learning among Phase B students at SD Negeri Adipala 07? Therefore, this study aims to analyze the internal and external factors that affect the success of the implementation of basic floor gymnastics movement learning among Phase B students at SD Negeri Adipala 07.

METHODS

This study used a quantitative approach with a descriptive method (Scott, 2017). The descriptive method was used to describe and analyze the factors that affect the success of basic floor gymnastics movement learning among Phase B students without manipulating the variables being studied. This approach was chosen because it can provide a clear and systematic picture of the internal and external factors that influence the success of basic floor gymnastics movement learning at SD Negeri Adipala 07.

The subjects of this study were Phase B students, namely students in grades III and IV at SD Negeri Adipala 07. The object of this study was the success factors in the implementation of basic floor gymnastics movement learning. These factors consisted of internal factors and external factors. Internal factors included students' physical condition, psychological condition, interest, and basic movement ability. External factors included the teacher, learning material, learning environment, facilities, and infrastructure.

The research instrument used in this study was a questionnaire consisting of 15 statement items. The questionnaire was distributed to students to obtain quantitative data related to the factors affecting the success of basic floor gymnastics movement learning. In addition to the questionnaire, this study was also supported by direct observation during the learning process. Observation was conducted to obtain a clear picture of teacher and student activities, the learning methods used, student involvement, and the condition of facilities and infrastructure that supported the learning activities (Ritonga & Muhandhis 2021).

The type of data used in this study was quantitative data obtained from students' questionnaire responses. Supporting data were obtained through direct observation of the implementation of basic floor gymnastics movement learning. The data collection process was carried out by distributing questionnaires to students and observing the learning process directly. The observation focused on the implementation of learning, the use of learning methods, student participation, and the availability of supporting facilities and infrastructure.

The data were analyzed using descriptive quantitative analysis techniques. The data obtained from the questionnaire were scored and then processed into percentages to make it easier to interpret the research results. Data analysis was carried out with the assistance of Microsoft Excel 2019. The percentage results were then used to determine the category of each factor and to compare the influence of internal and external factors on the success of floor gymnastics learning.

The questionnaire data were analyzed using a descriptive percentage technique. The percentage score was calculated using the following formula:

$$P = \frac{n}{N} \times 100\%$$

Where P is the percentage score, n is the obtained score, and N is the total maximum score.

The results of data processing were then interpreted to determine the success rate of basic floor gymnastics movement learning in each class. The interpretation was carried out by comparing the percentages of internal and external factors in grades III and IV. Through this process, conclusions were drawn regarding the dominant factors that influence the successful implementation of basic floor gymnastics movement learning among Phase B students at SD Negeri Adipala 07.

RESULTS AND DISCUSSION

To determine the success rate of the implementation of basic movement learning of floor gymnastics in Phase B students at SD Negeri Adipala 07, the data were collected using a questionnaire consisting of 15 statement items. After the data were obtained, the scoring process was carried out and analyzed using Microsoft Excel 2019. The questionnaire was used to describe the factors that affect the success of basic floor gymnastics movement learning, which consisted of internal factors and external factors.

Based on the results of the questionnaire data analysis in grades III and IV at SD Negeri Adipala 07, the factors influencing the success of basic floor gymnastics movement learning were categorized into internal and external factors. Internal factors included students' physical condition, psychological condition, interest, and basic movement ability. External factors included the teacher, learning materials, learning environment, facilities, and infrastructure.

Table 1. Percentage of Internal and External Factors in Basic Floor Gymnastics Learning

Class	Grade III	Grade IV
Internal Factors	58%	57%
Category	Good	Good
External Factors	68%	74%
Category	Good	Good

The percentage results in **Table 1** are also presented in diagram form to provide a clearer visual comparison between internal and external factors in each class.

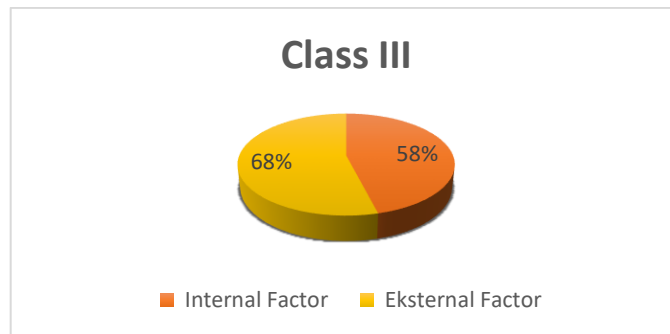


Figure 1. Percentage of internal and external factors in Grade III.

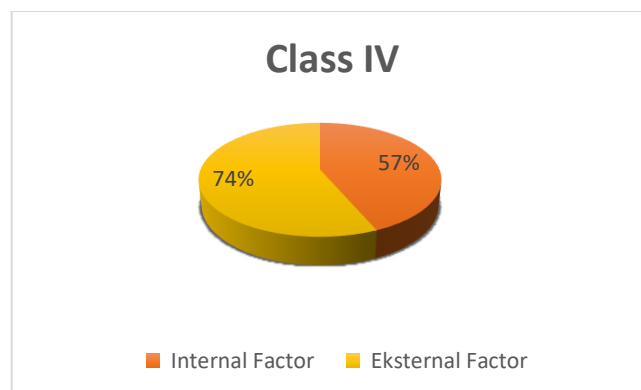


Figure 2. Percentage of internal and external factors in Grade IV.

Based on **Table 1**, **Figure 1**, and **Figure 2**, grade III students obtained a percentage of 58% for internal factors and were included in the good category, while external factors obtained 68% and were also included in the good category. Meanwhile, in grade IV, internal factors obtained 57% and were included in the good category, while external factors obtained 74% and were also included in the good category.

The results show that external factors had higher percentages than internal factors in both grade III and grade IV. In grade III, external factors were 10% higher than internal factors, while in grade IV, external factors were 17% higher than internal factors. This indicates that factors outside the students, such as the role of the teacher, the use of learning methods, the availability of facilities and infrastructure, and the learning environment, had a more dominant influence in supporting the success of learning. Therefore, it can be concluded that the success of basic floor gymnastics movement learning in grades III and IV was more influenced by external factors, although internal factors still had an important supporting role in the learning process.

The observation results also showed that the implementation of basic floor gymnastics movement learning at SD Negeri Adipala 07 was carried out through a fun learning atmosphere. The teacher applied games and ice breaking activities to increase students' enthusiasm and involvement. In addition, the teacher used a ball as an auxiliary medium on the mat to train students' readiness before performing the front roll movement. Students were directed to position their bodies correctly in preparation for the movement so that they became calmer, more confident, and less afraid when performing floor gymnastics activities.



Figure 3. Documentation of ball-assisted basic floor gymnastics learning at SD Negeri Adipala 07.

The documentation in **Figure 3** supports the observation results, which show that the learning process involved direct practice, the use of mats, ball-assisted movement preparation, and teacher guidance. This activity reflects the teacher's effort to modify learning so that students are physically and mentally ready before performing basic floor gymnastics movements.

Based on the results of the research that has been carried out, the implementation of basic floor gymnastics movement learning among Phase B students at SD Negeri Adipala 07 has generally gone well. This is shown by the percentage results of internal and external factors, which were both included in the good category. However, the results also indicate that external factors had a more dominant influence in supporting learning success than internal factors.

In the learning process, success is not only determined by students' abilities, but also influenced by various interrelated components. These components include the role of the teacher, the learning methods used, the materials taught, environmental conditions, and the availability of facilities and infrastructure. All of these components become an inseparable unit in realizing effective and enjoyable learning for students.

In practice, each student has different conditions during learning. Some students are able to follow the learning process well, while others face certain challenges. These obstacles can come from within the students, such as physical condition, psychological readiness, interest, and basic movement ability. This condition is often related to learning difficulties, namely a situation in which students experience obstacles in understanding or following learning optimally.

The factors that affect the success of basic floor gymnastics movement learning among Phase B students at SD Negeri Adipala 07 can be described as follows.

1. Internal Factors of Students

Internal factors include students' physical condition, psychological condition, learning interest, and basic movement skills. In grade III, internal factors obtained a percentage of 58%, while in grade IV the percentage was 57%. Both results were included in the good category. Although the percentages were not as high as the external factors, internal factors still had a significant contribution to learning success.

Students' physical condition supports their ability to perform floor gymnastics movements more optimally. A well-maintained physical condition helps students carry out basic movement activities such as rolling, turning, and maintaining body balance. In line with these findings, Rahmadani et al. (2025) stated that the implementation of regular and structured floor exercise can improve students' basic movement skills, physical fitness, and overall health, including their ability in rolling, spinning, and balancing the body.

In addition to physical condition, psychological aspects, especially confidence and courage, are important determinants in the floor gymnastics learning process. Anxiety and fear when performing movements such as the front roll and back roll are common internal obstacles. Zulsyafril et al. (2023) identified that anxiety due to fear of injury, low self-confidence, and less-than-ideal physical condition are internal factors that can hinder student

participation in floor gymnastics learning. Therefore, psychological conditions need to be anticipated through a gradual and enjoyable learning approach so that students do not feel pressured during learning.

The findings at SD Negeri Adipala 07 show that PE teachers tried to minimize these psychological obstacles through the application of a simple game method, namely using a ball as an auxiliary medium on the mat to train students' readiness before rolling forward. This approach was used to reduce students' fear and help them become more confident in performing the movement. Hidayat et al. (2025) also showed that the application of a gradual training method could improve motor skills while progressively increasing students' confidence, with front roll ability increasing from 24% in cycle I to 60% in cycle II.

2. External Factors: The Role of Teachers and Learning Methods

External factors obtained higher percentages than internal factors, namely 68% in grade III and 74% in grade IV. Both were included in the good category. These results indicate that components outside the students, especially the role of the teacher, the quality of learning methods, and the availability of facilities and infrastructure, had a more dominant influence on the success of basic floor gymnastics movement learning at SD Negeri Adipala 07.

PE teachers have a strategic role in designing and implementing meaningful learning experiences for students. Teacher creativity in choosing and applying appropriate methods greatly determines the effectiveness of learning. Putra et al. (2026) proved that the application of the Project Based Learning model succeeded in significantly increasing the completeness of PE learning outcomes in floor gymnastics material, from 74% in cycle I to 100% in cycle II. This shows that the selection of the right learning model contributes greatly to student learning outcomes.

The use of innovative learning media also has a positive impact on floor gymnastics learning. Bayu et al. (2024) showed that the use of audiovisual media in front roll learning was able to increase learning completeness from 37.5% in the pre-cycle to 100% in cycle II. These findings confirm that the variety of media selected by teachers directly affects students' understanding and mastery of movement techniques. At SD Negeri Adipala 07, teachers integrated ice breaking activities and educational games as strategies to increase student engagement and enthusiasm, which ultimately contributed to the achievement of more optimal learning outcomes.

The application of a problem-based learning model is also relevant in the context of floor gymnastics learning. Burhanuddin & Hasanuddin (2025) reported that the model succeeded in increasing students' movement creativity, with the average score increasing from 74.28 in the first cycle to 87.10 in the second cycle. The percentage of learning completeness also increased from 67.8% to 92.8%. These results show that the selection of learning models that encourage activeness and movement exploration can optimize students' psychomotor potential more comprehensively.

3. External Factors: Facilities, Infrastructure, and Learning Environment

The availability of facilities and infrastructure is an external component that cannot be ignored in determining the quality of floor gymnastics learning. Limited facilities, such as the limited number of mats and narrow movement space, are real challenges faced at SD Negeri Adipala 07. This condition requires teachers to be more creative in managing learning activities so that students can still participate actively and safely.

Similar conditions were also found in previous studies. Suyasa et al. (2026) found that the average value of students' direct engagement at SMP Negeri 1 Singaraja only reached 34.55%, and one of the main causes was the practice system that had to be carried out in turns due to limited learning facilities and infrastructure. This low level of direct student involvement indirectly affects the adequacy of movement obtained by students during one learning session.

Similar findings were also reported by Putra et al. (2026), who examined the adequacy of learning movement at SD Negeri 2 Banyuning. The study found that students' direct engagement only reached an average of 58.74%, although active time allotment reached

76.15%. This condition illustrates that sufficient time allocation for movement activities does not automatically guarantee equal direct involvement of each student, especially when the number of learning tools is limited. Therefore, active student engagement needs to become a priority for teachers when designing a more participatory learning structure.

In facing these limitations, teachers at SD Negeri Adipala 07 showed creativity by utilizing the surrounding environment as an alternative learning medium. This approach did not only respond to the limited facilities, but also enriched students' learning experiences. This is in line with Islami et al. (2025), who proved that the integration of structured nonlocomotor activities can improve motor competence while building students' confidence in floor gymnastics learning, even in one cycle consisting of two meetings.

A conducive learning environment also strengthens the effectiveness of learning. Zulsyafril et al. (2023) noted that hot weather and unfavorable environmental conditions can become external inhibiting factors that affect students' concentration and enthusiasm for learning. Therefore, the management of a pleasant physical environment and learning climate needs to become a serious concern for teachers and schools.

4. Active Engagement and Student Learning Outcomes

The level of active student involvement during the learning process is a direct reflection of the effectiveness of the factors described above. Students who are actively involved tend to understand the movement techniques more easily and experience more consistent improvement in learning outcomes. Riyanto (2022) proved through classroom action research that the use of learning aids successfully improved average front roll learning outcomes from 73.08 with 72% completeness in the first cycle to 86.32 with 87% completeness in the second cycle. These findings emphasize that tool-based learning modifications can improve student learning outcomes.

Overall, the research data at SD Negeri Adipala 07 show that the success of basic floor gymnastics movement learning in Phase B is supported by a strong synergy between internal and external factors. The dominance of external factors in the results of this study does not mean that internal factors can be ignored. Instead, both factors complement and strengthen each other. Competent teachers, varied and contextual learning methods, adequate infrastructure support, and a positive learning environment are the main foundations that must be built together to realize quality, enjoyable, and meaningful floor gymnastics learning for every student.

Furthermore, the pattern of active student involvement in floor gymnastics learning is also influenced by the learning approach applied consistently by the teacher from the beginning to the end of the session. At SD Negeri Adipala 07, the implementation of ice breaking activities and educational games at the beginning of learning helped build students' physical and mental readiness before entering the core material. Islami et al. (2025) confirmed that the integration of structured nonlocomotor activities not only improves the technical aspects of movement, but also encourages a significant increase in students' courage and active participation.

These findings show that student involvement is not something that appears naturally, but is the result of deliberate and systematic learning design by the teacher. Thus, the more structured and varied the approach applied, the higher the level of student commitment, which ultimately leads to the improvement of basic floor gymnastics movement learning outcomes as a whole. Based on the discussion, the success of basic floor gymnastics movement learning among Phase B students at SD Negeri Adipala 07 is more strongly influenced by external factors, although internal factors still have an important supporting role in the learning process.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the implementation of basic floor gymnastics movement learning among Phase B students at SD Negeri Adipala 07 was generally carried out well. Internal factors of students in grades III and IV obtained percentages of 58% and 57%, respectively, while external factors reached 68% and

74%, both in the good category. External factors, including teacher competence, learning methods, the availability of infrastructure, and learning environment conditions, were proven to have a more dominant influence than internal factors. Nevertheless, internal factors such as students' physical condition, psychological readiness, interest, and basic movement ability continued to play an important supporting role that cannot be ignored. The synergy between these two factors is the main key to achieving effective, enjoyable, and meaningful floor gymnastics learning for every Phase B student.

Based on these conclusions, several recommendations can be submitted. First, PE teachers are advised to continue developing creativity in designing varied and contextual learning methods, such as the application of game-based learning or project-based learning, to increase student engagement in a sustainable manner. Second, the school needs to pay serious attention to the procurement and maintenance of floor gymnastics learning infrastructure, especially by increasing the number of mats and expanding the movement space. Third, future researchers are recommended to study more deeply the influence of internal factors, especially psychological aspects and learning motivation, on basic floor gymnastics movement skills using a qualitative approach in order to obtain a more comprehensive and holistic picture of the dynamics of floor gymnastics learning at the elementary school level.

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