

## Movement Pattern Learning Video Heian Shodan for Beginners Extracurricular Karate Students

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### Abstract

*Movement theory is The Heian Shodan kata designed for karate extracurricular beginners in Sidoarjo district. There are six movement patterns of the Heian Shodan Kata designed by the researcher with one movement pattern consisting of 6-13 basic karate movements in the Heian Shodan Kata. To improve skills and reduce boredom in the process of karate extracurricular activities, namely the provision of Heian Shodan kata which are packaged in the form of learning videos and study guide books. This study aims to help karate extracurricular students accelerate mastering the Heian Shodan Kata Pattern. This research uses a development research method which is often called R&D (Research and Development). Small group trials were conducted in one school in Sidoarjo district, while large group trials were conducted in three schools in Sidoarjo district. learning video products Heian Shodan Kata and study guide books as supports.*

### Keywords

Karate; kata heian shodan; karate extracurricular



## I. Introduction

Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis et al, 2019).

Being an educator is a profession that requires a process of maturation of the mind and academic skills. In addition, educators are a job that requires high responsibility and dedication to the efforts to educate the nation's generation. viewed from the point of view of the teaching profession, the biggest challenge in the era of globalization is the flow of information that is getting faster, more accurate, and more diverse. Physical education is one of the main components that are part of the field of education.

Physical education and sports have an important role in human growth, because physical education and sports are a form of lifelong education, because they can improve and maintain growth and development of health, mental and physical (Wiradihardja & Syarifudin, 2017). In physical education and sports, it is not only about the skills and abilities of each sport, but there are several aspects that need to be instilled and developed, namely, mental, honesty, courage, sportsmanship, discipline, cooperation and

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confidence. To realize some of the components above, extracurricular activities have been prepared aimed at developing the talents and skills possessed by students.

Extracurricular is a forum that is carried out outside of class hours with the aim of helping to improve and develop the talents and interests of students in particular (Dole & Nurrochmah, 2021), these extracurricular activities are organized by educational staff who are authorized at the school and have the ability in extracurricular activities (Aprianto et al., 2020). Extracurricular can also be interpreted as a series of activities that are often carried out outside of class hours or after school hours have been completed and have the aim of increasing student potential such as channeling students' interests and talents so that they can achieve achievements according to their fields (Bartkus et al., 2012). One of the extracurricular activities implemented in schools that has the aim of developing students' character and mentality is karate extracurricular (Greco & de RONZI, 2020).

Karate is one of the branches of martial arts which has developed in society since 1964, the sport of karate was popularized by Indonesian students who have completed their education in the Japanese Sakura Country (Wulandari et al., 2018). Another opinion expressed by (Ma & Qu, 2017).

*Karate consists of kihon, kata, and kumite training. kihon involves basic techniques, whereas Kata and kumite are two types of competition which means Karate consists of training kihon, kata, and kumite. Kihon involves basic moves, whereas Kata and kumite are two types of competition.*

It can be concluded that karate is a martial art without using weapons and maximizing body movements to dodge, parry, kick and carry out deadly attacks (Utami et al., 2021).

In the sport of *Karate*, there are several basic techniques, including *Dachi* (horse), *Ukek* (parry), *Tsuki* (blow), *Geri* (kick), all of the basic techniques in karate form a series called *Kata*. According to (Fandayani & Sagittarius, 2019) *Ka* is a series of basic Karate of attack and parry that are standard and the flow of movement has been determined so that it cannot be changed or modified according to our wishes.

From the description of the definition above, the writer concludes that *Kata* is a series of techniques consisting of attack and parry, and the movement has a standard nature because the flow of the movement cannot be changed as desired. *Kata* emphasizes students' skills in displaying *kata* as well as possible starting from the *kihon form*, movement power, rhythm and most importantly, the suitability of the movement flow from beginning to end which makes students have to really memorize the series of *kata*

*Katas* consist of 2 types, namely *advanced* basic katas and *basic* katas, *katas* consist of 5 kinds, namely *heian shodan*, *heian nidan*, *heian sandan*, *heian yondan* and *heian godan*, while *katas* consist of 21 kinds, including *unsu*, *gankaku*, *jion*, *kankudai* etc. For novice students (white and yellow belts) apart from being required to master the basic techniques of hitting, parrying and kicking, they are also required to master a series *for* of basic *heian shodan katas* passing the next belt color increase exam.

With these graduation requirements, teachers are required to provide effective theory through innovation and variation so that the learning process runs in an interesting and not monotonous manner. Giving movement patterns in the learning process can eliminate boredom, boredom and can increase students' enthusiasm in the learning process, the application of movement patterns can also improve and develop students' skill abilities (Karuc et al., 2020). In addition, movement patterns are also needed to

support the *kata*, which includes a series of movements which have the aim of accelerating students in mastering and memorizing a series of *katas*.

According to (Tikta Sandhi et al., 2017) "Efforts to overcome boredom and monotonous learning are expected for trainers to be more creative by having a lot of knowledge creation and various movement patterns that allow them to vary and change periodically". Movement patterns are very effective for improving students' motor nerves (Frank et al., 2013).

The author made observations in the field related to learning that was applied in karate extracurricular activities in several SMPNs in Sidoarjo district. The results of interviews with trainers from several schools can be concluded that in every new academic year the number of participants who take extracurricular activities is always increasing, because when conducting

extracurricular demonstrations, karate always displays movements that attract students' attention, such as displaying *kata* and *bunkai* movements with power, speed and form. which students have never seen before, thus making students curious and joining in karate extracurricular activities. However, after the extracurricular activities ran for one semester, the teacher said that the number of students who took part in karate extracurricular activities decreased by 50% from the initial number of participants of about 20, decreased to 10 students as evidenced by the recap of active extracurricular participants from the beginning of the semester to the end of the semester.

After conducting interviews with students who did not continue karate extracurricular activities, it was concluded that the cause of the decrease in participants in karate extracurricular activities was because many students were bored with karate training who always repeated basic technical movements without any variations in each movement, plus at the end of each semester. there is always a belt-raising test activity that has conditions where participants are required to master basic karate techniques ranging from punches, parries and kicks and each participant must memorize the series of *heian shodan katas*, there are demands that are felt to be heavy so that students who have not mastered the basic techniques and have not memorized the series movement. *The kata* discontinued participation in karate extracurricular activities.

The existence of problems in karate extracurricular activities, the author has a solution, namely the need for movement patterns that are applied to karate extracurricular students which have the aim of reducing boredom in the learning process and stimulating students' motor skills so that it can make it easier to understand the 21 series of *heian shodan kata movements*. The movement pattern in question is in the form of 6 movement patterns where each movement pattern consists

of 6-13 movements which are arranged into a series of motion patterns and are applied before entering the *heian shodan kata*. With the movement pattern in the learning process of *heian shodan kata*, it is hoped that it can improve the basic technical skills of *heian shodan* so that it can help students memorize the series of movements of the *kata* to the maximum.

Movement patterns are movements that must be learned first before learning basic techniques in a sport (Cook & Burton, 2010). Movement patterns are one of the key components needed to stimulate adjustments in student movement skill responses. Movement patterns aim to avoid boredom, reluctance, and anxiety which are psychological fatigue (Mylsidayu & Kurniawan, 2015). Patterned movements are skills that must be mastered by teachers or trainers in learning, to overcome student boredom, so that they are always enthusiastic, diligent and full of participation. The pattern of motion in the learning

process is a change in the activity process that aims to increase students' learning motivation, and reduce boredom and boredom. (Mahdieh et al., 2020).

The main purpose of Movement Patterns in sports is to help eliminate boredom and boredom in the learning process and improve skills and achievements as much as possible. According to (Mylsidayu & Kurniawan, 2015) said that the purpose of the Movement Pattern is as follows: "a) Helping athletes improve their skills and achievements as much as possible, b) Increasing the efficiency of body functions and preventing injuries to the dominant body parts that are actively used to achieve a training goal".

In line with the above opinion (Mahdieh et al., 2020) stated that "the purpose of the Movement Pattern is to help athletes improve their skills and achievements as much as possible". The development of movement patterns is a program that is directed at developing a broad foundation so that students are able to develop skills in various types of movements (Mylsidayu & Kurniawan, 2015). The movement pattern approach uses a special framework to classify movements and encourages students to build a vocabulary of motion that they are able to apply to the entire content of the next stage of motion, including sports (Mughtar et al., 2020).

According to (Asnaldi & Kibadra, 2019) the scope of physical education is one of them is the formation of motion, which includes the desire to move, appreciate the space of time and form including the feeling of rhythm, recognize the possibility of one's own motion, have confidence in one's own motion, have confidence in motion and feelings. attitude (kinesthetic) and enrich the ability to move. Movement abilities are divided into three categories, namely locomotor abilities, non-locomotor abilities, and manipulative abilities

Object manipulatives are far superior to eye-foot and hand-eye coordination, which are quite important for students' motor skills. The forms of manipulative abilities include pushing movements, receiving movements, and bouncing movements to bounce the ball (Asnaldi, 2015). Based on this opinion, it can be concluded that the development of movement skills is an important skill in the process of learning basic techniques.

## **II. Research Method**

Heian shodan is one of the first order basic katas in karate, which consists of 21 basic technical movements ranging from gedan barai, chudan tsuki, age uke, and shoto uke and so on. Beginner karateka or white and yellow belts must master the kata heian shodan (Yulfadinata & Vishnu, 2017). In this study the movement pattern is divided into 6 movement patterns as follows:

### **2.1. Movement Pattern 1**

1. Students stand in place with musubi dachi stances
2. Next do the tate shuto (one hand straight forward) front left hand
3. Then perform the basic chudan tsuki stroke technique with the right hand along with the right foot forward zenkutsu dachi horses
4. After that the right leg is pulled back parallel to the left foot or commonly called the musubi dachi horses with a note that the right hand remains in the chudan tsuki punch position
5. Next, perform the basic technique movements of the left hand chudan tsuki punches along with the feet left forward zenkutsu dachi horses

6. After that the left foot is pulled back parallel to the right foot or commonly called musubi dachi horses with a note that the left hand remains in the chudan tsuki stroke position
7. Movements 1 – 6 are 1 Movement Pattern
8. Movement 1-6 performed in 4 sets

## 2.2 Movement Pattern 2

1. Students stand in place with musubi dachi stances
2. Next do the tate shuto (one hand straight forward) left hand in front
3. Then perform the basic technique movement of right-hand age uke parry along with right foot forward the zenkutsu dachi horses
4. After that the right leg is pulled back parallel to the left foot or commonly called the musubi dachi horses with a note that the right hand remains in the age uke parry position
5. Next, perform the basic technique movements of the left-hand age uke parry along with the feet left forward zenkutsu dachi horses
6. After that the left foot is pulled back parallel to the right foot or commonly called musubi dachi horses with a note that the left hand remains in the age uke parry position
7. Movements 1 – 6 are 1 Movement Pattern
8. Movement 1-6 performed in 4 sets

## 2.3 Movement Pattern 3

1. Students stand in place with musubi dachi stances
2. Next, perform the prefix movement of parry gedan barai in which the right hand is bent under the ear and the left hand remains straight down
3. Then perform the basic technique of parrying gedan barai, right hand along with the feet right forward the zenkutsu dachi stance
4. After that the right leg is pulled back parallel to the left foot or commonly called the musubi dachi horses with a note that the right hand remains in the gedan barai parry position
5. Next, perform the basic technique movements of the left hand chudan tsuki punches together with the left foot forward the zenkutsu dachi stance
6. Then the left foot is pulled back parallel to the right foot or commonly called the musubi dachi horses with a note that the left hand remains in the chudan tsuki stroke position
7. After that do the prefix movement of the gedan barai parry hand position the left is bent under the ear and the right hand remains straight down
8. Next do the t movement the basic technique of gedan barai parry with the left hand along with the left foot being shifted to the left side of the zenkutsu dachi 8 stance. Then the left leg is pulled back parallel to the right foot or commonly called the musubi dachi stance with the note that the left hand remains in the gedan barai defense position
9. After that, perform the basic technique of hitting the right hand chudan tsuki along with the right foot forward with the stance of zenkutsu dachi
10. Next, the right leg is pulled back parallel to the left foot or commonly called the musubi dachi stance with the note that the right hand remains in the position of hitting chudan tsuki
11. Movement 1 – 11 is 1 Movement Pattern
12. Movement 1 – 11 is performed in 4 sets

## 2.4 Movement Pattern 4

1. Students stand in place with musubi dachi stances
2. Next, perform the prefix movement of parry gedan barai, left hand bent under the ear and right hand still straight down
3. Then perform the basic technique of parrying gedan barai with the left hand at the same time with the left foot forward the zenkutsu dachi stance
4. After that the left leg is pulled back parallel to the right foot or commonly called the musubi dachi horses with a note that the left hand remains in the gedan barai parry position
5. Next, perform the basic technique movements of right hand chudan tsuki punches simultaneously with the right foot forward the zenkutsu dachi stance
6. Then the right foot is pulled back parallel to the left foot or commonly called the musubi dachi horses with a note that the right hand remains in the chudan tsuki stroke position
7. After that do the prefix movement of parry gedan barai hand position the right is bent under the ear and the left hand remains straight down
8. Next do the movement basic technique of right hand gedan barai parry along with the right foot shifted to the right side of the zenkutsu dachi
- 9 stances then the right leg is pulled back parallel to the left foot or commonly called the musubi dachi stance with the note that the right hand remains in the gedan barai parry position
10. After that, perform the basic technique of hitting chudan tsuki with the left hand along with the left foot forward with the stance of zenkutsu dachi
11. Next, the left leg is pulled back parallel to the right foot or commonly called the musubi dachi horse with a note that the left hand remains in the position of hitting chudan tsuki
- 12 Movements 1 – 11 are 1 Movement Pattern
13. Movements 1 – 11 are performed in 4 sets

## 2.5 Movement Pattern 5

1. Students stand in place with musubi dachi horses
2. Next do the prefix shoto uke parry movement, right hand bent under the ear and left hand straight down
3. Then perform basic shoto uke blocking techniques with the right hand at the same time with the right foot forward the kokutsu dachi stance
4. After that the right leg is pulled back parallel to the left foot or commonly called the musubi dachi horses with a note that the right hand remains in the shoto uke parry position
5. Then do the prefix shoto uke parry movement hand position the left is bent under the ear and the right hand remains straight ahead
6. Then do the basic technique movements of shoto uke parry left hand together with the left foot forward kokutsu dachi horses
7. After that the left leg is pulled back parallel to the right foot or commonly called the horse -Musubi dachi horse with a note that the left hand remains in the shoto uke
- 8 blocking position. Then do the tan prefix Kick shoto uke position left hand bent under the ear and right hand still straight ahead
9. Then perform the basic technique movement shoto uke parry left hand together with the left foot shifted to the left side of the stance kokutsu dachi 10. After that the left leg is pulled back parallel with the right foot or commonly called

the musubi dachi horses with a note that the left hand remains in the shoto uke parry position

11. Next, performs the prefix shoto uke parry movement, the right hand is bent under the ear and the left hand remains straight ahead
12. Then performs the basic technique of parrying shoto uke right hand along with right foot forward, stance kokutsu dachi
13. After that, the right leg is pulled back parallel to the left foot or commonly called musubi dachi horses with notes that the right hand remains in the blocking position shoto uke
14. Movement 1 – 13 constitutes 1 Movement Pattern
15. Movements 1 – 13 are performed in 4 sets

## 2.6 Movement Pattern 6

1. Students stand in place with musubi dachi horses
2. Next do the prefix shoto uke parry movement with the left hand bent under the ear and the right hand still straight down
3. Then perform the basic technique movements of shoto uke parry with the left hand at the same time with the left foot forward the kokutsu dachi stance
4. After that the left foot is pulled back parallel to the right foot or commonly called the musubi dachi horses with a note that the left hand remains in the shoto uke parry position
5. Next performs the prefix shoto uke parry movement right hand position bent under the ear and the left hand remains straight ahead
6. Then perform the basic technique movement shoto uke parry right hand together with the right foot forward kokutsu dachi stance
7. After that the right leg is pulled back parallel to the left foot or commonly called the horses musubi dachi with the right hand keeping the shoto uke
- 8 counter positions next, do the tank prefix isan shoto uke right hand bent under the ear and left hand straight forward
9. Then perform the basic technique of blocking shoto uke right hand together with the right foot shifted to the right side of the kokutsu dachi stance
10. After that the right leg is pulled back parallel with the left foot or commonly called the musubi dachi horses with the note that the right hand remains in the shoto uke parry position
11. Next, perform the movement of the shoto uke parry prefix, the left hand is bent under the ear and the right hand remains straight ahead
12. Then perform the basic technique of parrying shoto uke left hand together with left foot forward, stances kokutsu dachi
13. After that, the left leg is pulled back parallel to the right foot or commonly called musubi dachi horses with a note that the left hand remains in a parry position shoto uke
14. Movements 1 – 13 are 1 Movement Pattern
15. Movements 1 – 13 were performed in 4 sets of

This study used a research design itian development (*development & research*). Development research is research that aims to develop a new product or improve an existing product (Maksum, 2018). Meanwhile, according to (Sugiyono, 2013) development research is a research method used to produce certain products, and test the effectiveness of these products.

This research was conducted in several stages with different subjects. At the preliminary study stage to find out about the need for learning *the kata heian sho* and the subjects involved were karate extracurricular trainers. At the stage of developing and testing the feasibility of the learning video, there are 3 experts, namely a karate lecturer, kata trainer and referee. While the user subjects are white and yellow belt karate extracurricular beginners, female and male.

In this study, researchers used observation sheets from experts and questionnaire sheets for *Class Education*) using data analysis to calculate the percentage of product eligibility.

## **2.7 Formative FCE**

Where the movement pattern that has been packaged in the form of a video that can be used to practice independently at home and is equipped with a study guide book as a support for the learning video. During the trial 1 or small group process, the researcher applied the movement pattern of the heian shodan kata to the beginner extracurricular karate students at SMPN 1 Buduran Sidoarjo. It was found that (1) the karate extracurricular student was given the movement pattern theory for the first time before learning the kata heian shodan, (2) karate extracurricular students find it easier to learn the kata heian shodan if they master the movement pattern first, (3) several kinds of movement patterns make students feel not bored when undergoing the training process. The purpose of the researcher providing learning videos and also a guide book is to (1) help karate extracurricular students learn the heian shodan kata theory personally at home, (2) karate extracurricular students have a significant improvement because of repeating the movements at home.

## **III. Result and Discussion**

When the researcher designed the learning video, he had several inputs and suggestions that were followed up to make revisions to the product so that the resulting product could be maximally feasible to be applied. Based on the research results seen from small group trials and large group trials, it takes a minimum of three meetings for karate extracurricular students to master the kata heian shodan through movement patterns that have been studied previously. As an extracurricular teacher, he must also pay attention to several aspects of supporting the success of improving student skills, one of which is increasing movement patterns as a support for the basic technique theory for the kata heian shodan. which means that there is an influence on the provision of movement patterns before entering the heian shodan kata theory.

## **IV. Conclusion**

Based on the results of the study, it can be concluded that the development of heian shodan kata learning videos for karate extracurricular beginners can help students' motor skills so that they can accelerate students mastering the heian shodan kata. It is proven that there is a difference before and after giving heian shodan kata movement patterns to karate extracurricular beginners.



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