www.isses-fik.org

Proceeding Isses 2014

Sport Science Faculty - State University of Surabaya

Sport Science Faculty
State University of Surabaya
Present

ISBN 978-602-17477-1-1

Proceeding isses 2014

International Seminar of Sport and Exercise Science 2014

Surabaya - Indonesia, on October 21-22, 2014

www.isses-fik.org

Proceeding.
ISSES 2014
International Seminar of Sport
And **Exercise Science 2014**
Surabaya-Indonesia, on October21-22,2014

Proceeding
International Seminar of Sport
And Exercise Science 2014
Surabaya-Indonesia, 21-22October, 2014

Penyusun:
KoonTeckKoh, Soetanto Hartono,Greg Wilson,Lim Boon Hoi,Siti Baituldkk, Murkadri, Bambang Ferianto, Beatrix Jetje, Endang Sri Wahjuni, Erwin Setyo K, Hajar Danardono, Heri Pendianto, Junaidi, Kunjung Ashadi,Luqmanul Hakim, Nolfie Piri, Hari Setijono dkk, Nur Ahmad dkk, Pamuji Sukoco,Risfandi dkk, ritoh Pardomuan, Saifu,Suharjana dkk, Suprayitno,Syarif Hidayat, Advendi Kristiyandaru dkk, Anung Priambodo, Dewi E dkk, Miftakhul Jannah, Nining WK, Rachman W,R.Syaifullah, Edy Mintarto,Yusmawati dkk, Amrozi K dkk, Agus Hariyanto,Chien-Wen Hou dkk, Gigih Siantoro, Muhammad.

Desain dan layout:
Ton's-Oky
Katalog Dalam Terbitan (KDT) :
ISBN: 978-602-17477-1-1
Cetakan pertama, November 2014 - ***Diterbitkan atas kerjasama:*** FakultasIlmu Keolahragaan Universitas Negeri Surabaya November 2014
Lini penerbitan CV.Rizki Aulia Group
JI.LidahWetan Gg.VI NO.3 Surabaya
Phone/Fax:+62317522851 e-mail:taburkata@yahoo.com/taburkata@gmail.com www.taburkata.com

UNDANG-UNDANG REPUBLIK INDONESIA
NOMOR 19TAHUN 2002 TENTANG HAK CIPTA Pasal 72

1. Barangsiapa dengan sengaja dan tanpa hak melakukan perbuatan sebagaimana. dimaksud dalam Pasal 2 ayat (1) atau Pasal 49 ayat (1) dan ayat (2) dipidana dengan pidana penjara masingmasing paling singkat 1 (satu) bulan dan/atau denda paling sedikit Rp 1.000.000,00 (satu juta rupiah), atau pidana penjara paling lama 7 (tujuh) tahun dan/atau denda paling banyak Rp 5.000.000.000,00 (lima miliar rupiah).

2. Barangsiapa dengan sengaja menyiarkan. memamerkan. mengedarkan. atau menjual kepada umum suatu Ciptaan atau barang hasil pelanggaran Hak Cipta atau Hak Terkait sebagaimana dimaksud pada ayat (1) dipidana dengan pidana penjarapaling lama 5 (lima) tahun dan/atau denda paling banyak Rp 500.000.000,00 (lima ratus juta rupiah).

WELCOME

Dear colleaques and friend,

On behalf of the School of Sport Sciences, Surabaya State University, I have the honor to announce Surabaya as host city of the International Seminar of Sport and Exercise Science (ISSES), entitled

“Sport and Execise Science for Sport performance and Health Enhancement. Herewith I welcome academicians and Students of Physical Education and Sport Science from any regions in Indonesia on October 21st and 22nd , 2014. This is the first time the School of Sport Science Surabaya State

University organizes an International Seminar, and I hope it will provide great opportunity to Promote and develop Sport Science through networking, study, and research.

I hope in the future this kind of event would be under the patronage of the Ministry of Youth and Sport. I would like to express gratitude to the guest speakers of this seminar, namely: Prof Dr Supranee Kwanboonchan from Srinakharinwirot University, Thayland, Prof Dr Lim Boon Hooi from University of Malaya, Malaysia, Prof Dr Koh Koon Teck from Nanyang Technological University, Singapore, Prof Dr Chia Hua Kuo, Dean of Reseach, Taipei University, Taiwan, and Dr Gregory J Wilson, from The University of Western Australia, Sport Consultant of Indonesian Olympic Committee.

We are confident that you will enjoy the whole conference experience, sharing knowledge and ideas, and eventually make contributions to the advancement of Sport and Exercise Science.

Organizing Committe Chairman,

Prof Dr Soetanto Hartono, DDS, MSc

Table of contents page

EFFECT OF MOTIVATIONAL CLIMATE ON INTRINSIC MOTIVATION, SELF DISCIPLINE AND STUDENT MOTOR SKILL IN LEARNING PHYSICAL EDUCATION, SPORT AND HEALTH

By:

Anung Priambodo, S. Pd, M.Psi.T

ABSTRACT

Changes a person's behavior is always based on a particular motivation.Motivation can come from within (intrinsic) and external (extrinsic). Motivation and self-discipline is a significant predictive factor in the success of achievement (Waschull, S. B, 2005).In general, there are two learning climate *(*motivational climate*)* created by the teacher-oriented tasks *(*task involvement*)* and ego-oriented *(*ego involvement*).* During this time, physical education lessons use competition and the comparative approach among students in assessing student competence.This condition is closer to the ego-oriented climate.For students who do not have excess or interest in motor activity (exercise), these conditions have a negative impact in the form of anxiety, decrease in self-confidence, interest in exercising etc.Task-oriented learning*(*task involvement*)* contains the elements of the award to the individual according to his ability, individuals are given a choice in the material and has different targets in learning.The purpose of this research is to see whether the task-oriented learning *(*task involvement*)* will affect intrinsic motivation, self-discipline and students outcome of motor learning in physical education lessons.

This study examines the influence of *motivational climate* on intrinsic motivation, self-discipline and students motor skillsin physical education, sport and health.This experimental study use*pre-and posttest* design quasi experimental design*.* Amount of study subjects were 65 students divided into two groups: an experimental group of 32 students with a task-oriented *motivational climate* and the 33 students with a control group of ego-oriented *motivational climate.*

Based on the results of statistical tests with manova and t test, prove that: (1) task-oriented motivational climate increase the intrinsic motivation of students (2) task-oriented motivational climate improve students' self-discipline (3) task-oriented motivational climate does not improve motor skills of students (4) motivational climate affect intrinsic motivation, self-discipline and motor skills of students.For the control group with the ego-oriented motivational climate that does not increase intrinsic motivation and self-discipline of students.

Keywords: motivational climate*,* task orientation, intrinsic motivation, self-discipline, motor skills, physical education

Physical Education in Indonesia

Physical education is an integral part of the education system as a whole, which is focused on the development aspects of physical fitness, motor skills, critical thinking skills, emotional stability, social skills, reasoning and moral action through physical activity (Puskur, Ministry of Education, 2003).

Low level of physical fitness in schools of all degree of education shows that the quality of physical education programs in Indonesia is still poor.From the survey results from Depdiknas Physical Freshness Center, obtained information that physical education only able to give the effect of an increase in physical fitness of approximately 15% of the total student population.While a simple search through Sport Search found that the physical fitness of students on average in Indonesia only reached the category of "low" (MONE, 2007).The low quality of physical education teaching can also be inferred from the public complaints about the low quality of the early age sportsman.This complaint related to two things: the lack of motor skills of students is speed, agility, coordination, balance and spatial awareness, as well as the two deficiencies in terms of physical ability that is common endurance, strength, flexibility, power and local muscular endurance.

In addition to physical aspects, a lot ofvalues which can be taught through physical education and sport.For example, related to the value of equality and solidarity, fair play, competition, all of which tolerance is a basic prerequisite to realize the civil society.Has become a common belief that sports activities requirements with values such as honesty, sportsmanship, discipline, and leadership.In fact there is a saying that has become a conviction history from time to time: Sport builds character (Maksum, 2005)

In practice physical education learning more focused on mastering skills in a competitive sport, but less directed to the acquisition of values that build character. Without realizing it, the physical education teachers often show physical education learning situations as hard exercises, using language that is command with loud voices and assertive as well as penalties if students are not able to perform a movement skill. This course will be detract from the fun in learning *(*enjoyment*)* and for students who are not able to exercise *(*low perceived competence*),* then the situation will only lead to anxiety. To overcome anxiety, often students will perform a variety ways so that he was able to overcome his ego, for example by stating many reasons for not participating physical education learning, avoiding various activities, and commit fraud to complete the task that he feels are not capable.

Motivation as a Physical Education Learning Outcomes

Various theories about behavior in general describes the two main base one's behavior is behavior based on biological needs for survival and behavior to obtain rewards or avoid punishment (Sansone & Harackiewicz, 2000). According to Santrock (2009) motivation involves a process that energizes, directs and maintains behavior. Psychologists define motivation as the individual processes within an active, encouraging, giving directions, and maintain behavior at all times.

Motivation can be divided into primary and secondary motivation, may also be on the biological and social motivation. Singgih opinion (2004: 50) motivation can be divided into two types, namely:

1 Intrinsic motivation

Intrinsic motivation is a strong impulse or will that comes from inside. The stronger intrinsic motivation is owned by a person more likely to show robust behavior to achieve a goal (Singgih.dkk, 2004: 50). Intrinsic motivation can arise as a character or characteristic that has been around or owned since he was born.However, it does not mean a teacher can not form the intrinsic motivation in students.Teachers can do this by giving compliments or comments focused on the achievement of student competencies, without comparing it to others.

2 Extrinsic Motivation

something else (a way to achieve the goal). Usually influenced by external incentives such as rewards and punishments.

Given the motivation is the driving force in the action, so if there are students who lack intrinsic motivation, needed encouragement from outside, i.e extrinsic motivation, so that students are motivated to learn.Here required the utilization of other forms of motivation accurately and wisely.Furthermore, the expected provision of appropriate external stimuli can bring satisfaction and enjoyment, giving rise to intrinsic motivation in students.

Learning is a required thing for everyone.Learning is actually fun, however, there are always obstacles that make a person reluctant to learn.Some of the elements that affect student motivation, among others: 1) the ideals or aspirations of students, 2) the ability of the student, 3) physical and spiritual conditions, 4) social environment and society, 5) Dynamic elements in learning and teaching

Formation of intrinsic motivation

In addition to the two main basic behavior is the behavior of a person to maintain the life and behavior to obtain rewards or avoid punishment, various studies have found the existence of behavior that is motivated not by both fumdamentals, but "something else" that seems to be associated with positive feelings and interests, pleasure and satisfaction (Sansone&Harackiewicz, 2000).This motivation is further known as intrinsic motivation.When someone is involved in an activity for its own interests freely, then the behavior is intrinsically motivated.

Real reward*(*tangible rewards*)* as a gift, prize money, trophies and so on can be useful in changing the behavior.However, various studies show that the reward may decrease intrinsic motivation (Ryan &Deci, 2000).In one study, students who already have a strong interest in art and was not expecting the reward, spend more time to draw than students who also have a strong interest in art, but knowing that they will be rewarded for drawing (Lepper, Greene and Nisbett in Santrock , 2009).

According to the theory of Cognitive Evaluation Theory (CET), which is expressed by Deci and Ryan (2000) intrinsic motivation can be enhanced when a person experiences an event or activity that supports autonomy or competence, otherwise events that negatively affect a person's autonomy or competence will decrease intrinsic motivation.Reward that conveys information about a student's

ability to master the material can increase intrinsic motivation and increase their sense of competence (Reeve in Santrock, 2009).However, negative feedback, such as criticism, which carries the information that incompetent students can weaken intrinsic motivation, especially if students doubt their competence (Stipek in Santrock, 2009).Based on self-determination theory, the student would like to believe that they are doing something on their own free will, not because of the success or external rewards.The researchers found that internal motivation and students' intrinsic interest in school work increases when students have a number of options and the opportunity to assume personal responsibility for learning.Self-determination theory emphasizes the degree to which an individual's behavior is determined by motivation and self-determination (Ryan &Deci, 2000).Broadly speaking, self-determination theory identified three basic needs that if met will result in the optimal growth autonomy, relationships *(*Relatedness*),* and competence*.*

Self-Discipline in Learning

Wayson in Rogus (2001) defines self-discipline is the ability and willingness to do what should be done as long as it is needed and to learn of the results is done by others.Duckworth and Seligman, (2006) used the term self-discipline and self-control in turn, and define both as the ability to suppress responses in themselves to achieve higher goals and further specify that such a choice is not automatic but rather requires a conscious effort. Self-discipline is a person's ability to control impulses, emotions, desires and behavior.So is the ability to derive pleasure or gratification in order to achieve more meaningful purpose(http://www.essentiallifeskills.net/self-discipline.html, dated 23-9-2011 access). Furthermore Fannin, J, (2005) defines self-discipline as a willingness and commitment to continue with the tasks to achieve the goals that have been set up to lead to vision

In the theory of educational psychology, discipline can be referenced from several theories related to self-determination and self-regulation.According to Cobb (2003), the term self-regulation can be identified with the term self-control, self-discipline, and self-directed*.* Self discipline does not come by itself, but through the process of internalization of control that comes from outside *(*external control*)* .Beyond the control, this could have come from a home environment (parents and community) or the school (teachers and other learning environments). At school self-discipline can be formed through a combination of good learning and democratic method (Pepper & Henry, 2001) Through these combination, students are expected to abide the rules, norms and behavior boundaries both as individuals and as a group member.

Curwin&Mendler, (1999) stated that the disciplinary authority includes establishing rules and consequences that are created in the classroom with each other to define, establish specific boundaries inenvironment which free from fear and threats.According to him, the factors that affect the discipline is determined by factors outside of school and in school.Factors outside the school including violence in society, media influence, and unconfortable family environment, while the factors in the school that is boredom, helplessness, learning rules that are not clear, the lack of acceptance of the student, and the attack on the authority of the student.

Motivational Climate

Motivating learning environment *(*motivational climate) is a term that is raised by Ames

(1992) is related to the perception of the learning environment created by teachers or sports coaches that can affect achievement goal orientation.There are two main dimensions is a motivating learning environment in physical activity and sport that is task-oriented learning climate *(*task involvement / Mastery*)* and ego-oriented learning climate *(*ego involvement / performance*).*Students whose oriented to the task *(*task orientation*)* will direct the actions focus on effort, cooperation and control tasks as a form of self-development.While students whose oriented to the ego *(*ego orientation*)* prefer the outcome than the process.They define success by comparing its performance *(*performance*)* with others.

Students goal orientation will greatly influence their perceptions of the learning climate experienced.Students whose oriented to the ability to master the task *(*mastery orientation*)* will see an effort, cooperation and control tasks as a form of self-development.While students are ego-oriented or performance oriented *(*performance orientation*)* prefer the outcome than the process.They always use the comparison of performance with others as goal achievement.Students will allow the creation of a task-oriented intrinsic motivation to master the task well.He will perceive his competence higher than ego-oriented students.This is because the students whosetask-oriented using its own criteria *(*self-referenced*)* for his achievements, while the ego-oriented students using the criteria of others *(*others referenced*)* in perceiving his achievements.So if the ego-oriented students who feel their performance is worse than the friends in the group, he will feel like a failure and this can lead to the emergence of a variety of negative actions in learning such as cheating or plagiarizing the work of others, dishonest in doing assignments and exams, work carelessly , and easy to despair in the face of adversity.This is very different from a task-oriented student because he will experience the pleasure and satisfaction of the task completed without comparing with others' work.

In this study, motivating learning environment will be designed by adopting a motivating learning environment component of Ames (1992) and Epstein (1988), namely that includes task, authority, reward, clustering *(grouping),* evaluation evaluationand time.For easy recall, this component abbreviated TARGET (Task, Authority, Reward, Grouping, Evaluation, Time).In detail, the development of motivating learning environment in physical education will be based on these components.The following table describes the outline of the six components.

Components	Ego involvement (Involving Ego)	Involvement Task (Task Involving)
Task(T)	All students receive the same task	Students may choose a different task and set its own targets
Authority (A)	Instructors decide what to learn, organize and evaluate equipment	Students choose what is learned, are allowed to prepare their own equipment, and are encouraged to evaluate its performance alone
Rewards(R)	Recognition on student achievement and awards given to the superior appearance	Recognition is personal and rewards given to a progress
Grouping(G)	One group class students work on a task or grouped based on ability	Students work individually or in small groups.Flexible and heterogeneous grouping
Evaluation(E)	Evaluation of the norm or ranking.Progress determined by destination, group and level of performance	Evaluation is personal and self-referenced.Progress determined by destination, effort, and improvement of individual
Time(T)	The instructor gives a strict time limit on the students to complete the task.	Limit flexible task completion.Students are helped to make progress schedule.

Research Objectives

This study aims to determine the influence of motivational climate on intrinsic motivation, self-discipline and students in learning motor skills physical education, sport and health.

Research Methods

This research uses a type of experimental research design between groups which uses a quasi-experimental design *(*quasi experiments*).*The design has been chosensince the subject of research does not allow for a randomly selected, but group classroom learning (Creswell, 2012).This study uses a model of Pre and Posttest Design.This design is also called Nonequivalent Control Group

Design (Mertens, 2010).The subjects of this study students of SMP Negeri 34 Surabaya on subjects Physical Education, Sport and Health as much as 2 class with a number of 65 students were divided into two groups: an experimental group and a control group.

Test instruments used in this research are the student goal orientation questionnaire adapted from the Task and Ego Orientation in Sport (TEOSQ) (Zahariadis PN, & Biddle SJH, 2000), intrinsic motivation were adapted from the Sport Motivation Scale(Lug. Pelletier, Michelle Fortier, Robert J. Vallerand, Nathalie M. Briere, Kim M. Tuson and Marc R. Blais, 1995), self-discipline questionnaire and tests of students' motor skills measured by the Barrow Motor Ability Test with items without the leading long jump, ball throwing Softball, Zig-Zag Run, Throw the ball to the wall, Scamper 50 M, and *Medicine* Ball *Throw.*

Results

Normality test is performed to determine whether the data were normally distributed or not.Normality test is done by using the Kolmogorov Smirnov test with a significant correction Liliefors.

Table 2 Results of normality test of data pretest and posttest

Variables	**N**	**Mean**	**STDEV**	**Kolmogorov-Smirnov Z**	**Sig**
Barrow Pre Ability Test					
• Experiments	33	3237.85	1127.61	0806	0535
• Controls	3 2	3548.13	1430.485	1,137	0151
Barrow Ability posttest					
• Experiments	33	3789.97	1357.411	0641	0805
• Controls	3 2	3767.09	1400.199	0972	0301
Intrinsic motivation Pre Test					
• Experiments	33	74.42	3,336	1,173	0127
• Controls	3 2	73.91	4,321	0481	0975
Intrinsic Motivation Test Post					
• Experiments	33	77.12	5,792	0626	0829
• Controls	3 2	72.41	8,285	0689	0.73
Pre Test Self Discipline					

• Experiments	33	86.09	7,788	0581	0888
• Controls	3 2	85.44	13 735	0381	0999
Self Discipline Post Test					
• Experiments	33	95.48	12 204	0619	0838
• Controls	3 2	83.19	13:36	0972	0301

Based on the data in Table 4.5,it obtainaedp value greater than 0.05 in all variables.Thus, Ho is accepted. So it can be concluded that the data pretest and posttest on all variables: intrinsic motivation, self-discipline and motor skills normally distributed.

Test manova for data pretest

After normal distribution of data, inferential statistical analysis is performed to test the research hypothesis with Manova test.But before that, done prior homogeneity test of equality of covariance test to see the differences between groups.Here are the results of the test of equality of covariance between groups.

Table 3: Test of Equality of Covariance Matrix

Box's M	20 880
F	3,300
DF1	6
DF2	28679.057
Sig.	.003

Based on table 4.6, the results of the test of equality of covariance, obtained significance value (0.003) <0.05 that H1 is accepted.Thus we can conclude there is a difference between groups on covariance matrix so that the assumption of homogeneity covariance not fulfilled.

Further analysis of data in the form of Manova test to see the effect of the treatment on the dependent variable overall good intrinsic motivation (MI), self-discipline (SD), and motor skills (BMA).Here are the results of Manova test for treatment effect.

Table 4 Results of Manova Test for Treatment Effects

Group	F	Pillai's Trace	Roy's Largest Root
Experiments Controls	1.282	0.716	0.716

From the results of Manova Test for treatment effect in Table 4.7 it can be seen that significance value 0.716 pretest either on the value of *Pillai's Trace* and *Roy's Largest Root.*Thus, Ho is accepted, so it can be concluded that there is no difference in the effect of treatment on the dependent variable either the experimental group or the control group.Because this data is the data pretest means good initial conditions in the experimental group and the control group are relatively equal and there is no treatment differences in initial conditions affect both study groups.

Then, Manova test analysisis done for the treatment effect on each dependent variable

Table 5 Results of Manova Test for Treatment Effects on the dependent variable

Variables	N	Mean	STDEV	F	Sig
Intrinsic Motivation • Experiments • Controls	33 3 2	74.42 73.91	3,336 4,321	0294	0.590
Self Discipline • Experiments • Controls	33 3 2	86.09 85.44	7,907 13 735	0056	0814
Barrow Motor Ability • Experiments • Controls	33 3 2	3237.85 3548.13	1127.61 1430.49	0946	0334

Based on the test results manova in table 4.7, the values of all variables are significant for both intrinsic motivation (MI), self-discipline (SD) and motor skills (BMA) turns out all> the value of α (0.05), meaning that H0 is accepted.It can be concluded that there was no significant difference

between the experimental group and the control group on the variables of intrinsic motivation, self-discipline and motor skills of students.

Test manova for data posttest

Posttest data is data obtained after completion of the treatment.This section will describe the results of the analysis of inter-group homogeneity test, the results of Manova test for overall treatment effect on the dependent variable and the entire manova test results for the treatment effect on each dependent variable.

Table 6 Test of Equality of Covariance Matrix

Box's M	10,836
F	1,712
DF1	6
DF2	28679.057
Sig.	.114

In Table 4.9 it can be seen that the results of the test *of equality of covariance,* obtained a significance value of 0.114> α value of 0.05 thus Ho is accepted.It can be concluded that there was no significant difference between groups in covarian matrix so that the assumption of homogeneity is fulfilled.

Table 7 Results of Manova Test for Treatment Effects

Group	**F**	**Pillai's Trace**	**Roy's Largest Root**
Experiments Controls	2,403	0.02	0.02

Based on data in Table 4.10 it can be seen that manova test results for the treatment effect on the data obtained sig 0.02 posttest both in *Pillai's Trace*value and *Roy's Largest Root.*Thus, Ho is rejected and H1 is accepted so it can be concluded that there are significant task-oriented motivational climate to intrinsic motivation, self-discipline and motor skills of students in physical education, sport and health.

Table 8 Results of Manova Test for Treatment Effects on the dependent variable

Variables	N	Mean	STDEV	F	Sig
Barrow Ability posttest					
• Experiments	33	3789.97	1357.41	0.004	0947
• Controls	32	3767.09	1400.20		
Intrinsic Motivation Test Post					
• Experiments	33	77.12	5.79	7:11	0010
• Controls	32	72.41	8:29		
Self Discipline Post Test					
• Experiments	33	95.48	12:20	15:03	0000
• Controls	32	83.19	13:36		

4:11 Based on the data in the table can be seen that significant value to the variable intrinsic motivation and self-discipline<α value (0.05).Thus H1 is accepted, so it can be concluded that there are significant differences between the experimental group and the control group on the variable of intrinsic motivation and self-discipline.

Whilst, significant value to the variable motor skills at 0.947> α value (0.05).Thus Ho is accepted, so it can be concluded that there is no significant difference between the experimental group and the control group on the variable motor skills of students.

Conclusion

Based on the research results that have been obtained, it can be concluded that the motivational climate of learning is done in physical education, sport and health affect intrinsic motivation, self-discipline and motor skills of students.This study proves that a task-oriented motivational climate affect intrinsic motivation, self-discipline and motor skills of students.However, a significant effect only appears in the variable intrinsic motivation and students self-discipline, while the motor skills has no significant difference.This condition is certainly understandable given the fact that the change in learning outcomes in the form of skill or ability (physical or a motor abilities) requires constant repetition in a relatively longer time to achieve it.In contrast to the control group using ego-oriented motivational climate did not affect intrinsic motivation and self-disciplin. So through learning with task-oriented motivational climate may increase intrinsic motivation and self-discipline of students.

REFERENCES

Ames. 1992. Achievement Goals and the Classroom: Students Learning Strategies and Motivation Processes. *Journal of Educational Psychology*.80 (3): 260-7

Cobb, R. 2003.The Relationship between Self-Regulated Learning Behaviors and Academic Performance in Web-Based Courses.*Disertation*. Faculty of Virginia Polytechnic Institute and State University.Diakses 25 Agustus 2010.melaluiwww.ubvu.nl

Creswell, J.W. 2012. *Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Fourth Edition)*. Boston: Perason Education Inc.

Curwin, R.L &Mendler A.N.1999.*Discipline with Dignity*. ASCD, Alexandria, Virginia, USA

Depdiknas, 2007.*NaskahAkademikPendidikanJasmani, OlahragadanKesehatan*. Balitbang, PusatKurikulum. Depdiknas.

Duckward, A. L &Seligman, Martin E.P. 2006. Self-Discipline Gives Girls the Edge: Gender in Self-Discipline, Grades, and Achievement Test Scores. *Journal of Educational Psychology*Vol 98 No. 1: 198-208

Eipstein, J.L. 1988. 'Effective Schools or Effective Students; Dealing with Diversity' in R. Haskins and B. Macrae (eds). *Policies for America's Public Schools: Teaching Equity Indicators*. Norwood, NJ: Ablex

Fannin, Jim. 2005. *S.C.O.R.E for Life*. Perfect Bound: Harper Collin Publishers

Maksum, A. 2005.Olahragamembentukkarakter: Faktaataumitos. *JurnalOrdik*, edisi April vol. 3, No. 1/2005.

Maksum, A. 2002.*ReaktualisasiGagasan Baron Pierre de Coubertin dalamKonteksOlahragaKekinian*: MengkajiulanghasilAkademiOlimpikke 5 di Kuala Lumpur, 1-5 April 2002.

Mertens, D. M. 2010. *Research and Evaluation in Education and Psychology (3th Edition)*. California: SAGE Publications, Inc.

Papaioannou, A. G, Milosis D, Kosmidou E, &Tsigilis N, 2007. Motivational Climate and Achievement Goals At The Situational Level of Generality. *Journal of Applied Sport Psychology* 19: 38-66

Pepper, F.C & Henry, S.L. 2001. Using Developmental and Democratic Practices to Teach Self Discipline. *Theory into Practice.*Volume XXIV no 4

Rogus, J.F. 2001. Promoting Self Discipline: a Comprehensive Approach. *Theory into Practice*.Vol XXIV Number 4.

Ryan, R. M., &Deci, E. L. 2000. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68-78.

Sansone, C &Harackiewicz, J. M (Eds).2000. *Intrinsic and Extrinsic Motivation. The Search for Optimal Motivation and Performance*. California: Academic Press

Santrock, J. W .2009.*PsikologiPendidikan. Educational Psychology*. McGraw Hill. Jakarta: SalembaHumanika

Singgih, D. dkk. 2004. *Psikologiolahraga*. Jakarta: PT. BPK GunungMulia Jakarta.

Waschull, S. B. 2005. Predicting Success in Online Psychology Courses: Self Discipline and Motivation. Teaching of Psychology, *Lawrence Erlbaum Associates*: Vol 32 No. 3: 190-194

Zahariadis P.N, & Biddle S.J.H. 2000. Goal Orientations and Participation Motives in Physical Education and Sport: Their relationships in English schoolchildren*Online Journal of Sport Psychology*, Volume 2 (1)