

Character Development through Flag Ceremony and Marching Regulations Courses: Insight from the Physical Education Program at Jenderal Soedirman University

Bayu Suko Wahono

Departement of Physical Education, Faculty of Health Sciences, Jenderal Soedirman University, Indonesia

bayu.wahono@unsoed.ac.id

Kata Kunci:

Character Education, Flag Ceremony Procedures, Marching Regulations, Higher Students

Abstrak

Dewasa ini, pendidikan karakter dianggap sebagai hal penting yang harus dimiliki oleh mahasiswa karena adanya krisis karakter di kalangan mahasiswa. Situasi ini mendorong munculnya berbagai program yang dirancang untuk membentuk Kembali karakter mahasiswa, salahsatunya adalah melalui mata kuliah tata upacara bendera dan peraturan baris berbaris (TUB dan PBB). Penelitian ini bertujuan untuk mengidentifikasi karakter-karakter apa saja yang dapat terbentuk dalam diri mahasiswa setelah mengikuti perkuliahan TUB dan PBB pada jurusan Pendidikan Jasmani Universitas Jenderal Soedirman. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Penentuan subjek dilakukan melalui teknik purposive sampling. Teknik pengumpulan data mencakup observasi, wawancara, dan dokumentasi. Analisis data dilakukan dengan menggunakan model analisis data deskriptif dari Miles dan Huberman. Untuk memastikan keabsahan data, digunakan triangulasi sumber dan teknik. Hasil penelitian ini menunjukkan bahwa karakter yang terbentuk dalam diri mahasiswa setelah mengikuti mata kuliah TUB dan PBB adalah karakter kerjasama, disiplin, kepemimpinan, dan tanggung jawab.

Abstract

Key Word:

Pendidikan Karakter, Tata Upacara Bendera, Peraturan Baris Berbaris, Mahasiswa

Recently, character education is considered essential for students due to a crisis of character among them. This situation has led to the emergence of various programs designed to rebuild student character, one of which is through the course on flag ceremonies and marching regulations (TUB and PBB). This study seeks to identify the character traits that emerge in students following their completion of the TUB and PBB courses within the Physical Education program at Jenderal Soedirman University. The research uses a qualitative approach with a case study type. The selection of subjects was done through purposive sampling techniques. Data collection techniques include observation, interviews, and documentation. Data analysis was performed using the descriptive data analysis model by Miles and Huberman. To ensure data validity, source and technique triangulation were used. The results of the study show that the character traits developed in students after participating in the TUB and PBB course are cooperation, discipline, leadership, and responsibility.

Copyright © 2024 Bayu Suko Wahono

This work is licensed under a **Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)**

INTRODUCTION

Amidst evolving social dynamics and growing global complexities, character education has emerged as a critical component of student development. The current character crisis among students underscores an urgent need to fortify moral, ethical, and disciplinary values. This issue points to a fundamental instability in character development that can adversely affect students' attitudes and behaviors in both academic and social contexts. A lack of strong, positive character frequently results in interpersonal conflicts, ineffective leadership, and diminished professional ethics in the workplace.

Character education aims to cultivate individuals who are not only academically proficient but also embody integrity, responsibility, and effective teamwork. Understanding the critical role of character in developing a high-quality generation, various strategies and programs have been introduced within higher education to advance this objective. One such initiative is the Flag Ceremony and Marching Regulations course, that in Bahasa called as Tata Upacara Bendera dan Peraturan Baris Berbaris (TUB and PBB), offered by the Department of Physical Education at Jenderal Soedirman University. This course is designed to instruct students on formal ceremony and drill procedures while also focusing on fostering discipline,

leadership, and organizational skills. It aligns with student development programs set forth by the Minister of Education and Culture, which include Marching Regulations (PBB), Flag Ceremony Procedures (TUB), and Student Leadership Training for Pioneer and Beginner Levels (Hasanah, 2019)

The significance of the TUB and PBB course lies in its capacity to impart character values through practical experience and hands-on engagement. By participating in drill exercises and adhering to regulations, students learn to respect rules, work collaboratively in teams, and lead by setting an example. In this way, the course acts as a vital instrument for developing strong and positive character traits in students.

The TUB and PBB course is essential in instilling respect for and adherence to established rules among students. It goes beyond teaching the precise execution of ceremony procedures and marching regulations; it also imparts crucial character traits necessary for personal growth. This course emphasizes not only the comprehension of rules but also the application of discipline and responsibility in everyday life. By engaging in this practical experience, students enhance their character and develop positive leadership skills.

Additionally, the course emphasizes the value of teamwork. Drill practice, which requires coordination and synchronization among individuals to achieve a shared objective, fosters collaboration and discipline. Students learn to work seamlessly with others, grasp their roles within a team, and appreciate the importance of each member's contribution to achieving the best outcomes. These skills are not only crucial in academic settings but also highly valuable in professional environments, where effective collaboration and communication are key to success.

This aligns with the findings of Santosa, et al. (2023), which demonstrated that drill practice effectively fosters disciplinary values in students. Similarly, Sari et al., (2020) found that consistent drill practice contributes to the development of disciplined character. Additionally, research by Chandra et al., (2023) highlighted a significant impact of regular flag ceremonies on enhancing students' disciplinary character.

Character development through the TUB and PBB course also plays a crucial role in fostering effective leadership skills. By taking on leadership roles during drills, students learn to lead by example, make informed decisions, and take responsibility for their actions. The leadership abilities honed in this course are intended to be applied in diverse areas of students' lives, including both professional and social contexts, equipping them to confront future challenges and responsibilities with greater confidence and preparedness.

The TUB and PBB course integrates both theoretical and practical aspects of flag ceremony procedures and marching regulations. Commonly included in the curriculum of various departments, such as Physical Education, this course goes beyond merely teaching the protocols and etiquette of flag ceremonies. It also focuses on instilling essential character values like discipline, leadership, and national spirit. By combining theory with hands-on practice, the course aims to significantly enhance students' character development, equipping them for more significant roles in both societal and professional contexts.

The TUB and PBB course not only covers flag ceremony procedures but also delves into marching regulations. This curriculum is a fundamental component of leadership and discipline training, particularly within Physical Education. It includes techniques and procedures related to formations and synchronized movements, fostering order and coordination. Through a blend of practical exercises and theoretical instruction, students are expected to acquire valuable skills applicable in various academic and professional contexts.

The TUB and PBB courses encompass essential training in flag ceremony procedures and marching regulations, forming a cornerstone of leadership and discipline education, especially within Physical Education. These courses are meticulously designed to impart techniques and procedures related to formations and synchronized movements, which are crucial for fostering a sense of order and coordination. By engaging in both practical exercises and theoretical instruction, students are immersed in a structured learning environment that emphasizes precision, teamwork, and adherence to protocols.

Through this comprehensive curriculum, students are not only equipped with the skills necessary for conducting formal ceremonies but also develop a deeper understanding of the principles of leadership and discipline. The practical application of these skills in various academic and professional contexts ensures that students gain valuable competencies that extend beyond the classroom. The TUB and PBB courses thus play a vital role in shaping well-rounded individuals who are prepared to excel in diverse settings, from academic environments to future professional endeavors.

In essence, the TUB and PBB course is regarded as a vital tool for cultivating strong and positive student character. It offers students the chance to internalize character values through hands-on experience, ultimately preparing them to meet the challenges of both social and professional environments more

effectively. Consequently, it is crucial to evaluate whether this course successfully shapes the overall character development of students in the Physical Education Department at Jenderal Soedirman University. This study aims to identify the specific character traits that are developed in students upon completing the TUB and PBB course.

To enhance understanding of how the TUB and PBB courses contribute to student character development, this research delves into their combined impact within the context of higher education. Unlike previous studies that often assess the effects of marching regulation or flag ceremonies in isolation, this study offers a comprehensive analysis of how integrating these elements influences students' character growth. By examining the synergistic effects of both courses, the research aims to provide a deeper insight into how their combined content and practices shape various facets of student character development.

To deepen the understanding of the TUB and PBB course's role in character development, this study extends its focus to evaluate the course's impact within the higher education context. It specifically explores how the TUB and PBB course contributes to shaping student character. Unlike previous research, such as that by Santosa et al., (2023), Chandra et al., (2023) and Sari et al., (2020) which examined drill practices or flag ceremonies independently, this study provides a nuanced perspective on how the integration of both elements affects character development. The goal is to offer a comprehensive analysis of how combining these components influences various aspects of student character.

Furthermore, this study stands apart from earlier research that typically focuses on elementary or secondary education. Conducted within the Physical Education Department at Jenderal Soedirman University, this research aims to shed light on the effectiveness of character development programs at the higher education level and to assess how students in a more mature academic environment engage with such programs. The findings are expected to offer valuable insights into the application and impact of these programs in preparing students for professional and societal challenges.

METHOD

This study employs a qualitative descriptive approach to explore the impact of the Flag Ceremony and Marching Regulations (TUB and PBB) course on character development among students in the Physical Education Department at Jenderal Soedirman University. The study's population consists of all students within this department. A purposive sampling technique was used to select participants who meet the following criteria: (1) enrolled as student in the Physical Education Department at Jenderal Soedirman University, (2) have completed the TUB and PBB course, and (3) willing to participate in the research. Data collection methods include interviews, observations, and documentation. Data analysis is performed using descriptive methods based on the Miles and Huberman model, which encompasses data reduction, data presentation, and conclusion drawing. To ensure data validity, the study utilizes both source and method triangulation.

RESULT AND DISCUSSION

Based on the interviews conducted with students from the Physical Education Department at the Faculty of Health Sciences, Jenderal Soedirman University, who have completed the Flag Ceremony and Marching Regulations (TUB and PBB) course, four main character traits were found to be most prominent and developed in the students after completing the course.

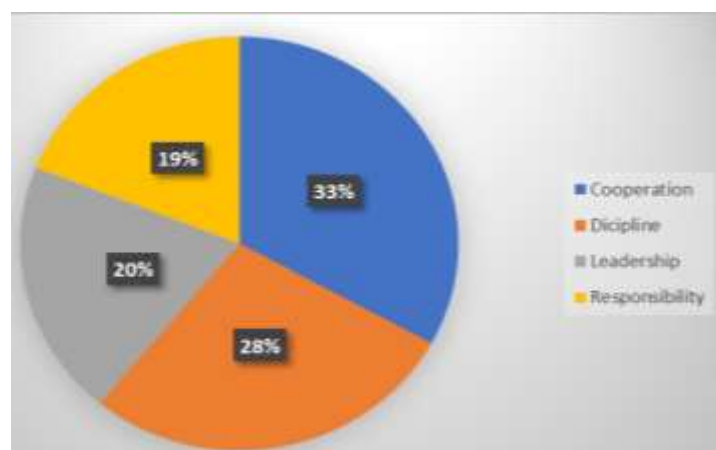


Figure 1. Main Character Traits of Students After Taking the TUB and PBB Courses

The foremost character trait developed in students after participating in the TUB and PBB courses is cooperation. As a fundamental element of human interaction, cooperation is crucial for social beings who rely on mutual support and assistance for personal and collective growth. These courses are structured around group activities, such as flag ceremonies and marching regulation, which require students to collaborate closely. Effective execution of these activities depends on seamless coordination and synergy among all members. Each participant must follow instructions accurately and support their peers, ensuring a balanced distribution of responsibilities and achieving optimal outcomes. Through such cooperative efforts, students not only improve their communication skills but also build strong, harmonious relationships and attain shared objectives more efficiently (Octavia & Suharningsih, 2017).

Cooperation is a fundamental social trait that permeates community life and is integral to everyday interactions. Wulandari et al., (2015) defined cooperation as the process of working collaboratively to achieve common objectives, cooperation is highly esteemed in society, particularly within democratic cultures. It is recognized as one of the five key indicators of social behavior, alongside responsibility, concern for others, openness, and creativity. By engaging in cooperative efforts, individuals not only advance collective goals but also cultivate essential social skills that are vital for success in both community and professional settings.

Wulandari et al. (2015) describe the characteristics of a group with strong cooperation through five main components, which are: (1) Positive Interdependence; Individuals in a group rely positively on each other to achieve common goals, creating a drive to contribute maximally as each member's success impacts the overall group outcome, (2) Face-to-Face Interaction; Direct interaction among group members plays a crucial role in enhancing support and understanding. Face-to-face meetings facilitate more effective communication and strengthen interpersonal relationships within the group, (3) Accountability and Personal Responsibility; Each group member has a personal responsibility to complete tasks and contribute to the group's objectives, (4) Interpersonal and Small Group Communication Skills; The ability to communicate effectively, both individually and within small groups, is essential. This includes skills such as active listening, clear speaking, and providing constructive ideas and feedback, (5) Group Work Skills; This includes understanding group dynamics, collaborating with others, and resolving conflicts that may arise, enabling the group to function harmoniously and productively to achieve goals efficiently.

Septiani and Qohar (2020) outline several key indicators for assessing student cooperation. First, students should effectively utilize available opportunities. Second, they need to respect their peers' viewpoints and ensure tasks and responsibilities are shared equitably. Third, active participation in the group is essential. Fourth, students are expected to foster the involvement of other group members. Fifth, timely completion of tasks serves as a measure of successful cooperation. Lastly, recognizing and valuing individual differences is crucial in evaluating cooperation. These indicators collectively reflect the quality of student interactions and contributions within a group setting.

The second most notable character trait developed in students after completing the TUB and PBB courses is discipline. This observation is consistent with the findings of Santosa et al. (2023), Chandra et al. (2023), and Sari et al. (2020), which suggest that the content related to flag ceremonies and marching regulation effectively fosters greater discipline among students.

Discipline involves an individual's ability to regulate their behavior in accordance with established rules and norms. This encompasses practices such as punctuality, adherence to regulations, and conduct that aligns with the prevailing standards of their environment. Conversely, a lack of discipline is often reflected in noncompliance with rules and regulations imposed by authorities, society, or educational institutions. Disciplinary issues can manifest as various infractions, including failure to adhere to schedules, disregarding established guidelines, or acting outside accepted norms. In higher education, discipline is essential for students to engage effectively in the learning process and to meet the academic and ethical standards expected of them (Fadillah, 2017).

Student discipline is crucial for achieving peak performance. Without effective enforcement of discipline within a university, the institution may encounter serious problems such as widespread disorder and conflict. Ineffective discipline can lead to a chaotic and tense campus environment. In contrast, consistent and well-implemented discipline fosters a more organized and harmonious setting, enabling students to focus on their studies and personal growth. By upholding rules and norms, universities can mitigate potential conflicts and create a supportive atmosphere conducive to both academic and professional success (Abdi et al., 2023).

These findings demonstrate that integrating materials and practices from the TUB and PBB courses

substantially enhances student discipline. Engaging in exercises that require adherence to rules and procedures, and applying disciplinary principles through marching regulation and flag ceremonies, leads to noticeable advancements in both personal and professional discipline among students (Mahmudah, 2021).

The third most prevalent character trait among students is leadership. Leadership is an essential quality that empowers students to become more independent and better equipped to tackle various challenges in life (Chandra et al., 2023). Strong leadership skills enable students to manage tasks and responsibilities more effectively, inspire themselves and others, and make informed decisions. This trait not only helps students achieve their academic goals but also prepares them for professional and everyday challenges. Effective leadership fosters personal growth and lays a strong foundation for future success (Wulandari et al., 2015).

Leadership plays a pivotal role in higher education, making the cultivation of leadership potential among students a central priority for educational institutions. Universities must focus on developing students' leadership skills to prepare them for future leadership roles. As Reka et al. (2020) define it, leadership is the ability to influence, guide, and direct others towards achieving set goals. In higher education, effective leadership encompasses motivating and supporting the attainment of collective objectives while equipping students with the essential skills to excel as future leaders.

Individuals are genetically endowed with leadership potential, which can be further developed through training. Each person is born with the capacity to lead, whether it involves guiding themselves or others. The cultivation of leadership skills begins early in life, starting within the family—the first environment a person encounters. Beyond the family, educational institutions play a vital role in nurturing and advancing students' leadership abilities (Ratnasari, 2017).

The courses on flag ceremonies and marching regulations not only promote teamwork but also cultivate leadership skills among students. In these courses, students frequently have the chance to lead groups or assume command roles. These positions involve planning, coordination, and execution, all of which are essential for effective leadership. Leaders in these activities must make swift and precise decisions in various scenarios, such as adjusting formations or resolving issues during practice. The capacity to make well-informed decisions is a critical aspect of leadership. Taking on leadership roles in these courses involves significant responsibility and sets an example for peers. Leaders are expected to exhibit discipline, perseverance, and integrity—essential traits of successful leaders (Wani et al., 2023).

Alongside leadership, responsibility is another prominent character trait that develops in students who complete the TUB and PBB courses. In these courses, students are required to follow the instructions provided by leaders or trainers. This experience teaches them to take ownership of their assigned tasks and ensures that they execute their roles accurately. Compliance with instructions is a crucial element in fostering a strong sense of responsibility (Majdinnajid et al., 2024).

Each student is given a specific role in the marching formation or ceremony, and it is essential for them to accurately execute their assigned positions and movements. A single error can affect the entire group, underscoring the importance of individual responsibility for the success of the activity. These courses also stress the need for completing tasks efficiently and punctually, requiring students to uphold high standards in every aspect of the ceremony or marching regulation (Santosa et al., 2023).

Responsibility in these courses is intricately connected to discipline, with students expected to exhibit self-discipline by adhering to rules, training schedules, and established procedures. After each practice session or ceremony, students engage in self-assessment and group evaluations, learning to critically assess both their own performance and that of their peers, and taking responsibility for any necessary improvements. These activities cultivate a robust sense of responsibility, which proves invaluable in academic, professional, and personal settings (Nikmah & Suyanto, 2019). The discipline ingrained in these courses fosters a profound sense of responsibility towards oneself and others (Mahmudah, 2021).

The findings from this study underscore the significant impact of the TUB and PBB courses on character development among students. By engaging in structured activities that emphasize cooperation, discipline, leadership, and responsibility, students gain a multifaceted skill set that is beneficial across various aspects of their lives. The integration of these principles into the curriculum provides students with practical experiences that reinforce their understanding of these essential traits. This experiential learning approach not only enhances their personal growth but also prepares them for future challenges in academic and professional settings.

The emphasis on cooperation within these courses highlights the importance of working effectively in group settings. Through collaborative tasks such as flag ceremonies and marching regulation, students learn to appreciate the value of teamwork and mutual support. This collaborative environment fosters strong communication skills and the ability to build positive relationships with peers. By successfully navigating

group dynamics and fulfilling their roles, students develop a deeper understanding of how collective efforts contribute to achieving common goals.

Furthermore, the development of leadership and responsibility skills through these courses offers students practical opportunities to apply theoretical knowledge. Leading a group or assuming command roles in marching regulation requires students to make strategic decisions, manage resources, and motivate their peers. This hands-on experience builds confidence and prepares students for leadership roles in their future careers. The emphasis on responsibility also reinforces the importance of accountability and punctuality, essential qualities for success in any professional environment.

Overall, the TUB and PBB courses at Jenderal Soedirman University play a crucial role in shaping well-rounded individuals. The character traits developed through these courses—cooperation, discipline, leadership, and responsibility—equip students with the skills necessary for personal and professional success. By fostering these attributes, the university ensures that its graduates are not only academically proficient but also capable of making meaningful contributions to their communities and professions.

CONCLUSION

After completing the Flag Ceremony and Marching Regulations (TUB and PBB) courses, students exhibit substantial character growth, particularly in cooperation, discipline, leadership, and responsibility. Cooperation stands out as a crucial element, as these courses are conducted in group settings that necessitate coordination and synergy among members for achieving optimal results. Students learn to distribute responsibilities fairly and support their teammates, which enhances their communication skills and interpersonal relationships. Discipline, the second most prominent trait, involves adherence to rules and norms, such as punctuality and high standards. The discipline cultivated through marching regulation and flag ceremonies helps students develop habits essential for success in both academic and professional environments. Leadership skills are also fostered as students are given opportunities to lead, plan, and coordinate tasks. Furthermore, responsibility is reinforced, as students not only improve their cooperation and discipline but also build strong leadership capabilities. These combined experiences equip students with a robust character, preparing them effectively for future challenges. This comprehensive development through the TUB and PBB courses fosters a balanced skill set that students can leverage in various aspects of their lives. The practical application of these traits in structured settings provides students with a solid foundation for navigating complex social and professional landscapes. Ultimately, the growth achieved through these courses supports students in becoming proactive, effective, and resilient individuals, ready to contribute meaningfully to their communities and professions.

To build upon this research, future studies could explore several related areas to deepen our understanding of the impact of the Flag Ceremony and Marching Regulations (TUB and PBB) courses. One potential avenue is to investigate how the development of these character traits translates into real-world success and career readiness. Research could examine whether students who excel in these courses demonstrate enhanced performance in professional settings or leadership roles. Another area of interest could be to evaluate the long-term effects of these courses on personal development and life skills. Longitudinal studies might assess how the traits of cooperation, discipline, leadership, and responsibility evolve over time and their influence on various aspects of students' personal and professional lives. Additionally, exploring the effectiveness of these courses in comparison with other educational programs focused on character development could provide valuable insights. This comparative analysis might reveal which methods and approaches are most effective in cultivating essential traits and how they can be integrated into broader educational curricula to maximize student growth.

REFERENCES

- Abdi, S., Nurfadillah, F., Az, K., Nadra Kamila, N., Hulwa Akifah, S., Setya Ningrum, Y., Sahar Nabila, N., Utami Putri, A., & Budiarsy, A. (2023). Analisis Tingkat Kedisiplinan Mahasiswa dalam Kegiatan Pembelajaran. *Jurnal Ventilator: Jurnal Riset Ilmu Kesehatan Dan Keperawatan*, 1(3), 261–267.
- Arum Sari, R., Wahyudi, & Chamdani, M. (2020). The Habit of Lining Up To Form Education Value of Discipline Character To Second Grade Students of SD Negeri 1 Kutosari. *Ilmiah Kependidikan*, 8(1), 4–9.
- Chandra, R. D. A., Kurniawan, N., & Lestari, L. A. (2023). Pengaruh Kegiatan Rutin Upacara Bendera terhadap Pembentukan Karakter Disiplin Anak Usia 4-5 Tahun di TK Suluh Tani Kabupaten Jember. *JECIE (Journal of Early Childhood and Inclusive Education)*, 6(2), 75–81. <https://doi.org/10.31537/jecie.v6i2.1039>

- Fadillah, A. (2017). Penanaman Nilai-Nilai Pendidikan Karakter Disiplin Pada Siswa Sekolah Dasar. *Perspektif Pendidikan Dan Keguruan*, Vol X, No.(1), 4–1.
- Hasanah, S. U. (2019). Kegiatan Ekstrakurikuler Paskibra Dalam Rangka Pembinaan Karakter Semangat Kebangsaan Siswa. *Jurnal Pendidikan Kewarganegaraan*, 3(2), 211. <https://doi.org/10.31571/pkn.v3i2.1443>
- Mahmudah, M. (2021). Penanaman karakter disiplin kegiatan pramuka di MTs Babussalam Kumai Kabupaten Kotawaringin Barat. *Ejournal.Uinpalangkaraya.Ac.Id*. <http://digilib.iain-palangkaraya.ac.id/id/eprint/4451%0Ahttp://digilib.iain-palangkaraya.ac.id/4451/1/Mahmudah-19016137.pdf>
- Majdinnajid, M. U., Alfian, M. Y., Evendi, W., Asyhari, M. A., Bangsu, M., Zakki, M., Herisasono, A., & Marfiyanto, T. (2024). Upaya Meningkatkan Disiplin: Pelatihan Baris Berbaris Siswa Kelas 6 Di Mi Bahrul Ulum Desa Sukodono Kecamatan Sukodono Kabupaten Sidoarjo. *Economic Xenization Abdi Masyarakat*, 2(1), 11–18. https://www.neliti.com/id/publications/218225/kemajuan-teknologi-informasi-dan-komunikasi-dalam-industri-media-di-indonesia%0Ahttp://leip.or.id/wp-content/uploads/2015/10/Della-Liza_Demokrasi-Deliberatif-dalam-Proses-Pembentukan-Undang-Undang-di-Indonesia
- Nikmah, M., & Suyanto, T. (2019). Upaya Sekolah dalam Meningkatkan Karakter Tanggung Jawab dan Disiplin Anggota Melalui Pembinaan Kegiatan Ekstrakurikuler PASKIBRA di SMPN 2 Gedangan Sidoarjo. *Kajian Moral Dan Kewarganegaraan*, 7(2), 1–17.
- Octavia, E., & Suharningsih. (2017). Hubungan kegiatan ekstrakurikuler pramuka dengan sikap kepemimpinan siswa di SMP Negeri 4 Sidoarjo Kabupaten. *Ejournal.Unesa.Ac.Id*, 05(02), 318–332.
- Ratnasari, N. D. dan S. (2017). Hubungan kegiatan ekstrakurikuler Pasukan Pengibar Bendera (PASKIBRA) dengan kepemimpinan peserta didik SMA Kartika IV-3 Surabaya. *Jurnal Kajian Moral Dan Kewarganegaraan*, 2(1), 380–395. https://scholar.google.com/scholar?start=20&q=ekstrakurikuler+menurut+dikdasmen&hl=id&as_sdt=0,5
- Reka, W., Burhanuddin, B., & Sunandar, A. (2020). Pembinaan Potensi Kepemimpinan Siswa Melalui Layanan Ekstrakurikuler. *Jurnal Administrasi Dan Manajemen Pendidikan*, 3(3), 199–207. <https://doi.org/10.17977/um027v3i32020p199>
- Santosa, P. S., Dekanawati, V., Ningrum Astriawati, Setiyantara, Y., Subekti, J., Ekorius, Y., & Setiawan, D. A. (2023). Penanaman Nilai-Nilai Kedisiplinan Melalui Peraturan Baris-Berbaris. *TRIMAS: Jurnal Inovasi Dan Pengabdian Kepada Masyarakat*, 3(1), 52–56. <https://doi.org/10.58707/trimas.v3i1.370>
- Septiani, I. T., & Qohar, A. (2020). Kerjasama Mahasiswa dalam Pembelajaran Kooperatif Tipe Jigsaw pada Mata Kuliah Pengantar Aljabar. *Jurnal Didaktik Matematika*, 7(1), 60–71. <https://doi.org/10.24815/jdm.v7i1.15365>
- Wani, B., Natal, Y. R., & Bali, F. (2023). Pendampingan Gerak Dasar Peraturan Baris Berbaris (Pbb) Bagi Mahasiswa Prodi Pgsd Stkip Citra Bakti. *Jurnal Pengabdian Kolaborasi Dan Inovasi IPTEKS*, 1(6), 1056–1062. <https://doi.org/10.59407/jpki2.v1i6.264>
- Wulandari, B., Arifin, F., & Irmawati, D. (2015). Peningkatan Kemampuan Kerjasama dalam Tim Melalui Pembelajaran Berbasis Lesson Study. *Elinvo (Electronics, Informatics, and Vocational Education)*, 1(1), 9–16. <https://doi.org/10.21831/elinvo.v1i1.12816>