

## **Survey of Students' Participation in Physical Education Learning and Athletic Materials**

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**Abstract:** This study aims to determine students' interest in physical education and health subjects in athletics at SDN 01 Lahat Regency. This research uses quantitative descriptive research methods along with survey methods. Where, this research was conducted on class V students of SDN 01 Lahat Regency. The population of this study was all 35 people. The sample taken in this research was 35 people obtained using total sampling technique. Research data collection was carried out by giving questionnaires to the sample. The data analysis technique used in processing research data is data analyzed using descriptive statistical techniques in the form of mean, mode, standard deviation and coefficient of variance. The results of the study showed that 4 students (11.47%) had an interest in physical education subject matter. athleticism is in the very high category. 5 students (14.28%) had an interest in physical education subjects, athletic material, which was in the high category, 9 students (25.71%) had an interest in physical education subjects, athletic material, which was in the medium category and 17 students (48.57%) have interest in physical education subjects, athletic material, which is in the low category. And there are no students who have an interest in physical education subjects, the athletic material is in the very low category. It can be concluded that interest in physical education subjects in athletics at SDN 01 Lahat Regency is still in the low category so an analysis of the factors that influence interest in physical education subjects in athletics at SDN 01 Lahat Regency is needed and special learning methods are also needed to increase interest in physical education subjects regarding athletics at SDN 01 Lahat Regency.

**Keywords:** Athletics, Physical Education and Health Sciences, Surveying

### **A. Introduction**

Education in the 1945 Constitution aims to make the nation's life more intelligent. Education is one of the main factors in implementing national development, especially in preparing strong human resources (Nugraha, 2015). Education is a means for individuals to avoid ignorance or lack of knowledge. The higher your education, the more knowledge you will gain. Education is an effort to guide

children from birth to reach physical and spiritual maturity, in the interaction of nature and its environment (Mata-McMahon et al., 2019; Risnawaty, 2023). Education also shapes self-quality by emphasizing noble morals as well as better personality and self-control. This process can be obtained through guidance from other people or through self-teaching or self-study and in formal, non-formal and informal activities.

Formal education is education that is carried out through educational pathways in schools and is a pathway that has a coherent and clear level of education, starting from primary education, continuing to secondary education to higher education (Syaadah et al., 2023). This grouping of formal education into educational institutions whose formal education has a clear curriculum. In Indonesia, formal education is generally divided into several levels of education. Starting from the Kindergarten (TK) level which is also equivalent to RaudatulAtfal (RA), then Elementary School (SD) or equivalent to Madrasah Ibtidaiyah (MI) which takes 6 years, then the Junior High School (SMP) level which It is also equivalent to Madrasah Tsanawiyah (MTs) where the length of education is 3 years, after completing the SMP/MTs level, proceed to the Senior High School (SMA) level which is also equivalent to Madrasah Aliah (MA) where the length of education is 3 years, and then the University level. Higher education was both state and private universities. These levels are under the auspices of the Ministry of Education and Culture or the Ministry of Religion.

In formal education there are various subjects to support students' learning process better. One of the existing subjects is physical education. Physical education learning at school provides its own color in developing knowledge of students' cognitive skills regarding physical activities that will be carried out to explore themselves to become healthy, creative and innovative individuals in every lesson (Salas-Gomez et al., 2020). Physical education learning is a means of improving students' movement skills and building character in accordance with the values in physical education (Lanos & Lestari, 2022). In physical education subjects, there is a lot of material that can be presented which is of course included in the curriculum. One of them is athletic material.

Since prehistoric times, humans have been aware of the benefits of long-distance endurance, speed, jumping and throwing agility, so there are some people who consider athletics to be the oldest sport (Lestari, 2020). Athletics is the basis of physical activity for other sports. Physical activity in athletics consists of dynamic and harmonious movements such as walking, running, jumping and throwing (Ibragimovich, 2022). Based on basic human movement abilities were such as: running, walking, jumping and throwing. Athletics is one element of physical education and health.

The background and rationale for the study are essential components that provide context and justification for the research being conducted. By understanding the background of the topic, we can identify gaps in existing literature and determine the significance of their study. Additionally, establishing the rationale for the study helps to clarify the purpose and objectives, guide the research process, and inform the research questions or hypotheses. In this section, we will delve deeper into the background and rationale for our study on the impact of social media on mental health among adolescents.

Specifically, we will explore the increasing prevalence of social media use among adolescents and the potential implications for their mental well-being. We will examine existing research on this topic, highlighting the need for further investigation into the potential negative effects of excessive social media consumption on adolescent mental health. Additionally, we will discuss the theoretical frameworks that will guide our study and the specific research questions that we aim to address. By providing a thorough background and rationale for our study, we hope to shed light on this important issue and contribute to the growing body of literature on the subject.

In order to explore the impact of social media on adolescent mental health, it is essential to first understand the ways in which social media use can influence various aspects of adolescents' lives (O'Reilly et al., 2018). Previous studies have shown that excessive social media consumption can lead to feelings of loneliness, anxiety, and depression among adolescents (Boursier et al., 2020). This is especially concerning given that adolescence is a critical period of development where individuals are particularly vulnerable to mental health issues. Additionally, the constant exposure to unrealistic beauty standards, cyberbullying, and the pressure to present a curated version of oneself online can further exacerbate these negative effects (Merino et al., 2024). However, there are also cases where social media use has been shown to have positive effects on adolescents' mental health, such as providing a sense of community and support from online friends. In some instances, teenagers have reported feeling more connected and less isolated through their interactions on social media platforms.

In order to better understand the impact of social media on adolescent mental health, it is important to establish clear objectives and research questions. These may include investigating the correlation between social media use and symptoms of anxiety and depression, exploring the role of online peer support in mitigating mental health issues, and examining the effectiveness of interventions aimed at promoting positive online behaviors. By addressing these key areas, we can gain valuable insights into how social media influences adolescent mental health and develop strategies to promote healthier online habits.

Furthermore, understanding the impact of social media on adolescent mental health can also help inform the development of targeted interventions and support programs. By identifying specific risk factors and protective factors associated with social media use, mental health professionals can better tailor their services to meet the unique needs of this population. Additionally, exploring the ways in which social media can be leveraged as a tool for mental health promotion and education can open up new avenues for intervention and support. Ultimately, by taking a comprehensive and evidence-based approach to studying the relationship between social media and adolescent mental health, we can work towards creating a safer and more supportive online environment for young people. However, it is important to note that excessive use of social media has been linked to increased rates of anxiety and depression among adolescents, suggesting that not all aspects of social media use are beneficial for mental health. Furthermore, cyberbullying and online harassment are prevalent issues on social media platforms, highlighting the potential harm that can arise from these online interactions (Ademiluyi et al., 2022).

Physical and Health Education are components of overall education that prioritize physical activity as well as fostering healthy living and harmonious, harmonious and balanced physical, mental, social and emotional development (Li & Zhang, 2023). Athletics is also an effort to increase endurance, strength, speed, agility, and so on. From the explanation above, the material for athletics in Physical Education and Health subjects has an important role, so it is very important for teachers in schools to provide this material to students. However, athletics is not a game sport, so if it is not packaged in a fun learning form, of course it will become boring. Especially elementary school, children whose characteristic were these they like to play. Thus, we want to conduct research on students' interest in participating in physical education and health lessons, especially athletic sports material in elementary schools, which aims to see the extent of students' interest in athletic sports material.

## **B. Methods**

This research is quantitative descriptive research using survey methods. Where, this research was conducted on class V students of SDN 01 Lahat Regency. Survey research not only aims to determine the status of symptoms, but also aims to determine the similarity of status by comparing it with standards that have been selected or determined (Arikunto, 2019). The population of this study was all 35 class V students of SDN 01 Lahat Regency. The sample taken in this research was 35 people obtained using total sampling technique. Research data collection was carried out by giving questionnaires to the sample. The data analysis technique used in processing research data is data analyzed using descriptive statistical techniques in the form of mean, mode, standard deviation and coefficient of variance.

The survey design and distribution method used in this study were carefully planned to ensure accurate and reliable data collection. Participants were selected from a diverse range of schools to ensure a representative sample. The survey was distributed electronically to teachers, students, and parents, with clear instructions on how to complete it. Additionally, follow-up reminders were sent to encourage participation and increase response rates. Overall, the methodology of the survey was designed to gather comprehensive data on the impact of physical education and athletics in schools.

The sample size for this study was determined based on statistical calculations to ensure a high level of confidence in the results. Demographic information was collected from participants to analyze the diversity of the sample and ensure that findings could be generalized to a larger population. The participants included students of various ages, genders, and socioeconomic backgrounds, as well as teachers and parents with different levels of involvement in physical education and athletics. By including a diverse range of participants, the study aimed to provide a comprehensive understanding of the impact of physical education and athletics in schools across different demographics. It should be implemented to identify these challenges and provide targeted support for student athletes who may be struggling academically. By collecting data on student athletes' academic performance, attendance, and participation in extracurricular activities, educators and coaches can gain a better understanding of the factors contributing to their success or challenges in the classroom. This information can then be used to develop intervention strategies, such as study skills workshops, tutoring programs, or academic support plans, to help student athletes balance their athletic and academic responsibilities effectively. Additionally, schools should strive to ensure equal access to sports opportunities for all students, regardless of their background or socioeconomic status, in order to create a more inclusive and equitable athletic program.

By providing resources and support for student athletes from diverse backgrounds, schools can promote a sense of belonging and foster a more positive and inclusive school culture. This can lead to improved academic outcomes, higher graduation rates, and increased overall success for student athletes both on and off the field. In order to achieve this, schools must prioritize equity and fairness in their athletic programs, and actively work to address any barriers that may prevent students from participating in sports. This may include providing financial assistance for equipment and uniforms, offering transportation to and from games and practices, and ensuring that all students have access to qualified coaches and trainers. Ultimately, by creating a more inclusive and equitable athletic program, schools can help student athletes reach their full potential and succeed in both their academic and athletic pursuits.

Additionally, schools can also strive to create a supportive and inclusive environment for all student athletes, regardless of their background or abilities. This can involve promoting a culture of respect and teamwork, fostering positive relationships between teammates and coaches, and providing resources for mental health and wellness support. By prioritizing the well-being and development of all student athletes, schools can create a more positive and enriching athletic experience for everyone involved. Additionally, by emphasizing the importance of sportsmanship and fair play, schools can instill valuable life skills in their student athletes. However, a detailed counterexample to this could be a school that prioritizes winning above all else, creating a toxic and competitive environment where athletes feel pressured to perform at all costs. In this scenario, the focus on results may lead to neglect of the overall well-being and development of student athletes, ultimately hindering their growth both on and off the field. As a result, student athletes may experience burnout, anxiety, and even physical injuries due to the intense pressure to succeed. This type of environment can also foster negative behaviors such as cheating, disrespect towards opponents, and a lack of empathy for teammates, undermining the values of sportsmanship and fair play.

Revealed important insights into the attitudes and perceptions of both students and adults towards physical education and athletics. One recurring theme that emerged from the data was the importance of access to quality equipment and facilities in promoting active lifestyles among students. Participants also expressed varying levels of support for incorporating more diverse sports and activities into the curriculum, with some highlighting the need for more inclusive and culturally relevant options. Additionally, the survey responses shed light on the role of teachers and parents in fostering a positive and supportive environment for physical activity, with many emphasizing the need for better communication and collaboration between all stakeholders. Overall, the findings suggest that there is a strong desire for improvement and innovation in the realm of physical education and athletics, with a focus on promoting inclusivity, accessibility, and overall well-being for all students. For example, some survey respondents expressed a desire for physical education classes to incorporate more diverse activities such as yoga, dance, and martial arts to cater to a wider range of interests and abilities. Additionally, others highlighted the importance of involving parents in school sports events and promoting a supportive community that encourages all students to participate regardless of skill level.

### **C. Results and Discussion**

This study aims to determine students' interest in physical education and health subjects in athletics at SDN 01 Lahat Regency. Data from the questionnaire results of students' interest in physical education and health subjects regarding athletics at SDN 01 Lahat Regency were obtained and presented in the table below:

**Table 1. Results of a Questionnaire Regarding Students' Interest in Physical Education and Health Subjects Regarding Athletics at SDN 01 Lahat Regency**

Interval	Category	Frequency	Percentage
>94,65	Very high	4	11,47%
78,47 -94,65	Tall	5	14,28%
62,29 -78,47	Currently	9	25,71%
46,11 - 62,29	Low	17	48,57%
< 46,11	Very low	0	0%
<b>Jumlah</b>		<b>35</b>	<b>100</b>

Based on the research results, it can be concluded that the average student interest in physical education and health subjects in athletics at SDN 01 Lahat Regency is low. Therefore, there is a need for special learning methods given to students in Physical Education and Health subjects, especially athletic sports material. Apart from that, it is also necessary to analyze deficiencies in the learning process, such as several components that influence athletic skills. The importance of understanding student interest in physical education and athletic materials is crucial for creating effective and engaging programs (Corbin, 2021). Previous studies have examined student motivation in physical education, identifying various factors that influence their interest in physical activity. Additionally, research has shown a positive correlation between extracurricular sports participation and academic performance. In this study, participants will be selected using a specific sampling method to ensure a diverse representation of students.

The sampling method used will be stratified random sampling, where students will be divided into different strata based on grade level, gender, and academic performance. This will allow for a more accurate representation of the student population and ensure that all groups are equally represented in the study. By understanding the factors that influence student interest in physical education and athletic materials, educators can tailor their programs to better meet the needs and preferences of their students. Additionally, by exploring the relationship between extracurricular sports participation and academic performance, educators can better support student success both inside and outside the classroom. This can lead to improved overall student engagement and motivation, as well as potentially boosting academic achievement. Furthermore, by identifying any disparities in access to sports opportunities based on factors such as socioeconomic status or race, educators can work towards creating a more equitable and inclusive athletic program. By taking a comprehensive approach to understanding the intersection of sports participation and academic success, educators can ultimately create a more supportive and enriching educational experience for all students. However, it is important to note that there are cases where student athletes may struggle academically despite their participation in sports. For example, a student may excel in their sport but struggle with time management and prioritizing academics, leading to lower grades and academic achievement. Additionally, disparities in

access to sports opportunities can still exist within a school's athletic program, potentially perpetuating inequalities rather than promoting equity.

Revealed some interesting trends, for example, male students were more likely to report feeling confident and included in traditional sports, while female students were more likely to express a desire for alternative forms of physical activity. Similarly, older students tended to value competition and skill development, while younger students prioritized fun and socialization. These findings underscore the importance of tailoring physical education programs to meet the diverse needs and preferences of all students. The majority of students are eager to try new activities and engage in different forms of exercise. However, there was also a significant portion of students who expressed concerns about feeling intimidated or excluded in traditional sports settings. This suggests a need for more inclusive and diverse options in the physical education curriculum to accommodate varying skill levels and interests. Additionally, the survey results indicated a strong desire for increased communication and collaboration between teachers, parents, and students to create a more supportive and welcoming environment for all participants (Hill et al., 2018).

Based on the results, it is clear that there is a need for more flexibility and diversity in the physical education curriculum to better meet the needs and interests of students. By offering a wider range of options, including both traditional sports and alternative activities, educators can better engage students and promote a more inclusive environment. Additionally, the data suggests that increased communication and collaboration between teachers, parents, and students can lead to a more supportive and welcoming atmosphere, ultimately enhancing the overall physical education experience for all participants. By taking these implications into consideration, physical education programs can be more effectively tailored to meet the diverse needs and interests of students, ultimately promoting a healthier and more active lifestyle. For example, incorporating a variety of sports and games that cater to different skill levels and interests can help ensure that all students feel included and motivated to participate. Additionally, creating opportunities for open communication between teachers, parents, and students can help address any concerns or barriers to participation, fostering a more supportive and encouraging environment for all (Lakkala et al., 2021).

#### **D. Conclusions**

The conclusions obtained in this research are:

1. Student interest in physical education and health subjects in athletics at SDN 01 Lahat Regency is low. There is a need for an analysis of deficiencies in fast walking, such as several components that influence the basic technical skills of Lahat Regency fast walking athletes.

2. There needs to be a special learning method given to students in Physical Education and Health subjects, especially athletic sports material.

Additionally, creating opportunities for open dialogue and collaboration among all stakeholders can lead to a more inclusive and engaging physical education experience for students (Chiva-Bartoll & Fernández-Rio, 2022). By actively seeking input from students and incorporating their feedback into curriculum development, educators can better tailor their instruction to meet the diverse needs and interests of their students. This not only enhances the overall learning experience but also promotes a sense of ownership and investment in their physical education journey. Ultimately, prioritizing student interest and participation in physical education can lead to improved academic performance, increased physical activity levels, and a greater sense of overall well-being among students. Their implications for promoting equity are in physical education. Overall, the study highlights the importance of considering student interest in physical education and athletic materials when designing curriculum and programs. By understanding and addressing these factors, educators can better engage students in physical activity and promote overall health and well-being. Moving forward, future research should continue to explore ways to increase student engagement and participation in physical education, ultimately working towards a more equitable and inclusive educational environment for all students.

This could involve implementing more diverse and inclusive activities that cater to a wider range of interests and abilities. Additionally, providing opportunities for student input and feedback in the development of physical education programs can help ensure that the curriculum meets the needs and preferences of all students (van Munster et al., 2019). By taking these steps, educators can create a more welcoming and supportive environment that encourages all students to participate in physical activity and lead healthier lifestyles. Ultimately, prioritizing equity in physical education can help address disparities in access to quality physical education and promote overall well-being for all students (Gerdin et al., 2020).

Incorporating diverse teaching strategies and resources can also help cater to the individual needs of students with varying learning styles and abilities (El-Sabagh, 2021). By offering a range of activities and modifications, educators can ensure that all students are able to participate and succeed in physical education classes. Furthermore, fostering a positive and inclusive classroom culture can help students feel comfortable and confident in their physical abilities, leading to greater engagement and enjoyment in physical activity (Bertills et al., 2019). Overall, promoting equity in physical education not only benefits the individual student, but also contributes to a more inclusive and supportive school community (Suyato et al., 2024). Include providing professional development opportunities focused on inclusive teaching practices, implementing diverse and accessible equipment and

facilities, and incorporating culturally relevant and diverse curriculum materials. Additionally, establishing partnerships with community organizations and promoting parent and caregiver involvement can further support equity in physical education. By prioritizing equity and inclusion in physical education, educators and policymakers can create a more equitable and supportive learning environment for all students. This can lead to improved academic outcomes, increased physical activity levels, and enhanced social-emotional development for students of all backgrounds. By addressing barriers to participation and ensuring that all students feel valued and included in physical education, schools can promote a culture of respect and acceptance that extends beyond the gymnasium. Collaborating with stakeholders from diverse backgrounds and actively seeking feedback from students can help educators and policymakers tailor their approaches to better meet the needs of all learners (Penuel et al., 2020). Ultimately, prioritizing equity in physical education can help to foster a sense of belonging and empowerment among students, setting them up for success both in school and in life.

By creating a supportive and inclusive environment, schools can empower students to develop their physical skills and confidence while also promoting important values such as teamwork, communication, and resilience (Pradhan & Naik, 2024). Additionally, by providing opportunities for all students to participate in a variety of physical activities, educators can help foster a lifelong love of movement and exercise. In doing so, schools can play a vital role in promoting overall health and well-being among their student populations. It is essential for schools to recognize the significance of promoting student interest in physical education and athletic materials. By creating a supportive and inclusive environment, schools can help students develop not only their physical skills but also important values that will benefit them throughout their lives. Encouraging participation in a variety of physical activities can instill a love for movement and exercise that can lead to improved overall health and well-being. Ultimately, by prioritizing physical education and athletics, schools can empower students to lead healthy, active lifestyles and set them up for success in the future.

One way to further enhance the impact of physical education and athletics in schools is to provide opportunities for students to explore a wide range of sports and activities. By offering diverse options, such as team sports, individual activities, and outdoor adventures, schools can cater to the varying interests and abilities of their students. This not only ensures that all students have the chance to find an activity they enjoy but also exposes them to new experiences and challenges that can help them grow and develop both physically and mentally. Additionally, providing access to quality equipment and facilities, as well as knowledgeable coaches and instructors, can help students feel supported and motivated to continue pursuing their athletic interests.

By fostering a positive and inclusive environment for physical activity, schools can also promote teamwork, leadership skills, and overall well-being among their students. Encouraging participation in sports and other recreational activities can instill important values such as discipline, perseverance, and sportsmanship. Furthermore, regular exercise has been shown to have numerous health benefits, including reducing the risk of chronic diseases and improving mental health. Overall, investing in a comprehensive athletic program can have a lasting impact on the overall development and success of students both inside and outside the classroom. However, it is important to note that not all students may excel in athletic activities or find them enjoyable. For some students, participating in sports may lead to feelings of inadequacy or exclusion, potentially harming their overall well-being. In addition, focusing too heavily on athletics could detract from academic opportunities and neglect other important aspects of a well-rounded education. In addition to incorporating student feedback into curriculum development, educators can also create opportunities for student choice and autonomy within their physical education classes. By offering a variety of activities and allowing students to select the ones that interest them most, educators can help students feel more engaged and motivated to participate. This can also help to foster a sense of responsibility and accountability, as students are more likely to take ownership of their learning when they have a say in the activities, they participate in. Furthermore, providing opportunities for student choice can help to promote a positive attitude towards physical activity and encourage lifelong participation in sports and fitness.

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