

## Intentionally Structuring the Foundation of Moral Character Values in Physical Education, Sports, and Health Learning

Nuriska Subekti<sup>1</sup>, Juhrodin<sup>1\*</sup>, Agus Mulyadi<sup>1</sup>, Abdul Narlan<sup>1</sup>

<sup>1</sup>*Physical Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya, Indonesia*

email corresponding author: [juhrodin@unsil.ac.id](mailto:juhrodin@unsil.ac.id)

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### Abstract

Character education has become a crucial aspect of Indonesia's national education system, particularly in shaping a generation that excels not only academically but also possesses strong morality and social responsibility. In line with the Merdeka Curriculum, learning is not only focused on knowledge transfer but also on shaping students' character through the internalization of moral values. Physical Education, Sports, and Health (PESH) plays a strategic role in strengthening character because it offers students opportunities to develop values such as self-confidence, sportsmanship, honesty, discipline, teamwork, self-control, leadership, and democratic attitudes through physical activities. This study aims to explore how PESH can be designed with an intentionally structuring approach to more effectively internalize these moral values. The research involved 72 students, divided into experimental and control groups, each consisting of 36 participants. The study used a quasi-experimental design, where the experimental group received a character-based PESH learning intervention. Data collection techniques included questionnaires and observation, while data analysis was conducted using a t-test to compare the program's effectiveness between the two groups. The results of the study showed that PESH learning with a focus on moral character had a significant impact on students' personality development compared to the control group. In conclusion, the integration of moral values in PESH should be consistently applied, as it effectively shapes students with strong character and responsibility, in line with the goals of national education.

**Keywords:** *Intentionally Structuring, the Foundation of Moral Character Values.*

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## 1. INTRODUCTION

Character education has become a crucial aspect of Indonesia's national education system,

aligned with efforts to shape a generation that is not only academically intelligent but also possesses strong morality and social responsibility (Fauziddin, 2017; Ningsih, 2015; Sukiastini et al., 2023). In line with the changes introduced by the Merdeka Curriculum, education is no longer limited to knowledge transfer but also aims to develop students' character by providing them with a strong moral foundation (Mulyasa, 2023; Muslich, 2022). The subject of Physical Education, Sports, and Health (PESH) serves as a strategic medium for the internalization of such values (Koh, Camire, et al., 2017; Koh, Camiré, et al., 2017a; Naumann, 2022). Through physical activities, students not only learn motor skills but also have the opportunity to develop values such as self-confidence, sportsmanship, honesty, discipline, cooperation, self-control, leadership, and democratic attitudes (Kemendikbudristek BSKAP, 2022). All these values are expected to form the basis for students in developing a strong sense of personal and social responsibility.

The implementation of PESH within the Merdeka Curriculum provides flexibility in the learning process, allowing teachers to design activities that not only focus on physical aspects but also on moral character development (Kemendikbudristek BSKAP, 2022; Pujiarti, 2023; Suherman, 2018). In this context, PESH can be integrated with character education principles that facilitate students' direct experience and internalization of moral values (Kendellen et al., 2017). For example, team sports activities such as basketball or soccer provide opportunities for students to develop cooperation, discipline, and leadership (Juhrodin et al., 2023; Saputra et al., 2023). Similarly, individual sports like athletics can foster self-confidence, perseverance, and self-control.

This study aims to explore and identify more deeply how PESH can be deliberately structured to internalize moral values within students (Bean & Forneris, 2016). The hypothesis proposed in this study is that PESH learning, structured with a focus on moral character formation, will be more effective in developing students' personalities to be personally and socially responsible compared to PESH learning that is solely focused on physical skills. This hypothesis arises from the assumption that physical activities in PESH, if designed with character values in mind, can be a powerful medium for instilling moral principles.

The development of this goal and hypothesis is based on several factors. First, physical activity and sports provide a rich environment filled with situations that require students to make decisions related to morality, such as choosing to play honestly, showing respect to opponents, and maintaining sportsmanship in both winning and losing situations. Second, by habituating students to face and resolve situations requiring personal and social responsibility, physical education indirectly equips them with essential life skills that can be applied in everyday life. Third, given the flexible and adaptive nature of the Merdeka Curriculum, there is a significant opportunity for educators to integrate a character education approach into every aspect of PESH learning, making the internalization of moral values more effective.

Moreover, the significance of this research lies in the need to shape a young generation that is not only intellectually competitive but also possesses a strong moral foundation to face global challenges (Sacks, 2020). In an increasingly complex world, moral character values such as honesty, discipline, cooperation, and leadership are highly needed in various aspects of life, both personal and professional. Therefore, if physical education can be developed as a means to strengthen students' character, it will make a significant contribution to shaping a better society in the future.

Specifically, this research is expected to provide new insights for educators in designing

and implementing PESH programs that not only emphasize physical aspects but also offer ample space for students' moral development. By integrating moral values into every physical activity, students are expected to understand the importance of personal and social responsibility in everyday interactions. This is in line with the goals of the Merdeka Curriculum, which aims to not only develop students' academic potential but also to shape strong and integral character (Kemendikbudristek BSKAP, 2022).

PESH learning that focuses on the internalization of moral character values is crucial to be applied (Koh, Camiré, et al., 2017b; Lokhvytska, 2016; Xie Fai Mar et al., 2023). In this way, schools not only function as places for academic learning but also as environments for shaping students' personalities (Kutsyuruba et al., 2015; Paniagua & Istance, 2018; Watts, 2002). The author considers this research important because, through a deeper understanding of the process of internalizing moral values in PESH, we can formulate more effective and meaningful learning strategies. Ultimately, physical education based on moral character will create students who are not only physically healthy but also possess high ethics and social responsibility, in line with the holistic and sustainable vision of national education.

## 2. METHOD

### 2.1 Participants

This study involved 72 students who were divided into two groups, each consisting of 36 students. The first group, the treatment group, comprised 36 students who received physical education and sports instruction intentionally integrated with fundamental moral character values. In this group, physical activities were designed to internalize values such as self-confidence, sportsmanship, honesty, discipline, cooperation, self-control, leadership, and democratic attitudes. Conversely, the second group, the control group, also consisted of 36 students who followed physical education and sports instruction with the same physical approach but without the integration of moral values. This means that the control group's instruction focused solely on physical skills without any specific emphasis on moral character aspects. This division aimed to compare the impact of morally structured physical education with that of purely physical skill-oriented learning.

### 2.2 Research Design

The Matching-Only Pretest-Posttest Control Group Design is a research design that involves creating two groups of participants: one experimental group that receives an intervention and one control group that does not receive the intervention (Shadish et al., 2002). Before the intervention, both groups are tested on the same dependent variable or outcome measure, known as the pretest, to ensure that the groups are equivalent. After the intervention, both groups are tested again on the same dependent variable, known as the posttest. The design is summarized in the table below.

**Tabel 1**

*The Matching-Only Pretest-Posttest Control Group Design*

		<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
<b>Group A 1</b>	<b>S</b>	<b>O<sub>1</sub></b>	<b>X</b>	<b>O<sub>2</sub></b>
<b>Group A 2</b>	<b>S</b>	<b>O<sub>1</sub></b>	<b>C</b>	<b>O<sub>2</sub></b>

This research design employs a pretest-posttest method with two groups: Group A1 (treatment) and Group A2 (control). In the initial phase, both groups undergo a pretest (O1) to measure their baseline conditions. Subsequently, Group A1 receives the intervention or treatment (X), which consists of structured physical education and sports learning integrated with moral character values. Meanwhile, Group A2 receives standard physical education and sports instruction without the integration of moral character values (C). After the intervention, both groups take a posttest (O2) to evaluate the changes and compare the outcomes between the group that received the moral character treatment and the group that did not.

### 2.3 Instruments

The measurement of the foundational moral character values was conducted using a Likert scale questionnaire (Fraenkel et al., 2012). This questionnaire covered eight key aspects: self-confidence, sportsmanship, honesty, discipline, cooperation, self-control, leadership, and democratic attitudes. Each aspect was measured through a series of statements that described related behaviors or attitudes, and respondents were asked to indicate their level of agreement on a Likert scale. This scale allowed researchers to collect quantitative data on the extent to which students exhibited moral character within the context of physical education and sports, both in the treatment group and the control group (Sugiyono, 2013).

**Table 2**

*The instrument blueprint related to the foundational moral character values is as follows:*

Variable	Indikator
Laying a strong foundation of moral character through the internalization of values such as self-confidence, sportsmanship, honesty, discipline, cooperation, self-control, leadership, and democratic attitudes during physical activities as a reflection of personal and social responsibility (Kemendikbudristek BSKAP, 2022).	Self-confidence,
	Sportsmanship,
	Honesty,
	Discipline,
	Cooperation,
	Self-control,
	Leadership,
	Democratic attitude.

### 2.4 Procedures

The research procedure began with the initial data collection (pretest) when students first entered school to measure the baseline moral character values possessed by the students. Afterward, the students were divided into two groups: the treatment group and the control group. The treatment group received an intervention in the form of Physical Education, Sports, and Health (PESH) lessons structured with the integration of moral character values such as honesty, responsibility, cooperation, and discipline. This instruction was designed to explicitly teach and train character through physical and sports activities. Meanwhile, the control group received regular PESH lessons without the integration of moral character values in the activities conducted. The entire intervention was implemented over 16 sessions, with each session designed to

consistently build character values in the treatment group. After the 16 sessions were completed, a final measurement (posttest) was conducted to assess changes or improvements in moral character values in both groups. The pretest and posttest data were analyzed to evaluate the effectiveness of the intervention provided to the treatment group and to compare the differences in moral character development between the treatment and control groups. This analysis was used to assess the impact of implementing structured lessons with the integration of moral character values within the context of the Merdeka Curriculum.

## 2.5 Data Analysis

The data obtained from the pretest and posttest results were entered into a computer for analysis using the SPSS version 25 statistical package. Data analysis was conducted to evaluate the effectiveness of the structured learning intervention integrated with moral character values in the subject of Physical Education, Sports, and Health (PESH). The statistical tests used included a normality test to ensure data distribution, as well as a paired sample t-test to compare pretest and posttest scores within the treatment and control groups.

This comparative analysis aimed to assess whether there were significant differences in the improvement of moral character values between the two groups. Additionally, an independent sample t-test was conducted to compare the posttest results between the treatment and control groups, in order to evaluate the impact of the intervention. The results of this analysis provide insights into the effectiveness of character-based learning in the context of the \*Merdeka\* Curriculum and highlight the tangible contributions of integrating moral values into sports activities for the development of students' character.

## 3. RESULTS

**Table 1.**

*Descriptive Analysis of Moral Character Values in the Experimental and Control Groups*

### Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Moral Character	Experimental Group	36	42.11	17.086	2.848
	Control Group	36	10.83	17.448	2.908

The descriptive statistical results indicate a difference in the average moral character scores between the experimental and control groups. The experimental group, consisting of 36 participants, achieved an average character score of 42.11 with a standard deviation of 17.086 and a standard error of the mean of 2.848. Meanwhile, the control group, also with 36 participants (N=36), had an average score of 10.83, with a standard deviation of 17.448 and a standard error of the mean of 2.908.

This striking difference between the two groups suggests that the experimental group, which received the treatment or intervention, showed a higher improvement in moral character scores compared to the control group, which did not receive the treatment. The relatively large standard deviation in both groups reflects the variability in the scores obtained by participants within each group. Overall, these results provide an initial indication of the positive impact of the intervention on the development of moral character.

**Table 2.**

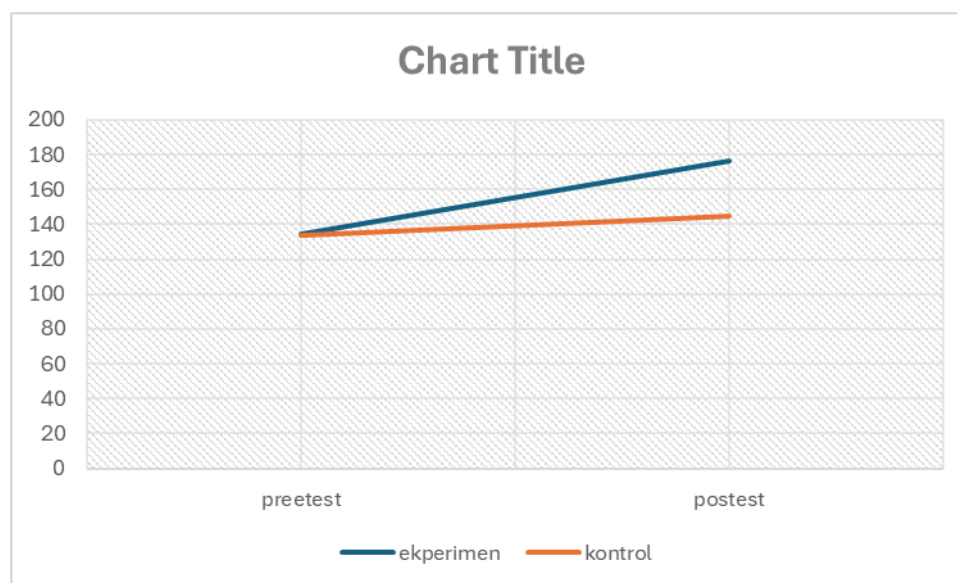
*Hasil Uji Independent Sample t-Test Nilai Karakter Moral Kelompok Eksperimen dan Kontrol*

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Moral Character	Equal variances assumed	.041	.841	7.685	70	.000	31.278	4.070	23.160	39.395
	Equal variances not assumed			7.685	69.969	.000	31.278	4.070	23.160	39.395

The results of the Independent Samples t-Test show a significant difference between the moral character scores of the experimental group and the control group. Based on Levene's Test for Equality of Variances ( $F = 0.041$ ;  $\text{Sig.} = 0.841$ ), the assumption of equal variances is met, so the analysis proceeds using the equal variances results. The t-test result shows a t-value of 7.685 with degrees of freedom (df) of 70 and a 2-tailed significance of 0.000 ( $p < 0.05$ ). This indicates a statistically significant difference in the mean scores between the two groups. The mean difference between the experimental and control groups is 31.278, with a standard error of difference of 4.070. Additionally, the 95% confidence interval for the mean difference ranges from 23.160 to 39.395.

These results suggest that the experimental group, which received the intervention, has significantly higher moral character scores compared to the control group. Since the significance value ( $p = 0.000$ ) is below 0.05, the null hypothesis can be rejected. This means that the intervention provided to the experimental group had a positive and significant impact on the development of moral character compared to the control group, which did not receive the same treatment.

**Figure.1.***Moral Character Scores for Experimental and Control Groups*

#### 4. DISCUSSIONS

Physical Education, Sports, and Health (PESH) learning does not solely focus on improving students' physical abilities but also plays an essential role in building strong moral character (Mustafa & Dwiyoogo, 2020; Nuraini et al., 2024). In this context, the learning program is designed with an intentionally structuring approach, a deliberate and planned method to integrate character values into every activity (Bean & Forneris, 2016). Values such as self-confidence, sportsmanship, honesty, discipline, cooperation, self-control, leadership, and democratic attitudes are systematically internalized to foster a sense of personal and social responsibility in students. Based on the research results, the intervention provided to the experimental group, using the intentionally structuring approach, had a positive and significant impact on the development of character values compared to the control group, which did not receive a similar intervention. The significant difference between the two groups highlights the importance of structured interventions in building students' moral character.

One of the key values developed through this intentionally structuring approach is self-confidence. In PESH learning, activities are designed not only to require students to move and engage in sports but also to challenge them, allowing them to learn how to face and overcome difficult situations. As students achieve their goals or improve their physical abilities, their self-confidence increases. Every opportunity given to students to excel and demonstrate their personal abilities contributes to building their belief in their potential. With enhanced self-confidence, students become more actively involved in activities, willing to take initiative, and motivated to keep improving. This makes PESH learning not just a physical medium but also an important tool for mental and emotional development.

In addition to self-confidence, sportsmanship and honesty are key focuses in this program. Sportsmanship is taught through various competitive activities designed to teach students how to accept victory with humility and defeat with grace. Through these activities, they also learn to

respect the rules of the game and value their opponents as part of the learning process. Sportsmanship and honesty are not only important in the context of sports but also serve as essential guidelines in daily life, where individuals are expected to follow rules, be fair, and respect others. This program also helps students understand that winning is not the only goal, but how they behave with integrity throughout the process is just as important.

Discipline and cooperation are also essential components of this intentionally structuring approach. Physical activities and sports require high levels of discipline, both in adhering to schedules and following rules during the learning process. Each student is required to be disciplined in preparing, following the teacher's instructions, and striving to meet both individual and group targets. This program also emphasizes the importance of cooperation in achieving common goals, especially in activities involving team sports. Cooperation teaches students to communicate effectively, support one another, and share responsibility for the team's success. These values help them become more harmonious, productive, and respectful members of their communities.

Self-control is an inseparable part of this learning process. In various physical activities, especially those involving competition, students face a range of emotional situations, such as excitement when winning or frustration when losing. This program is designed to train students to manage these emotions so they can remain calm and objective in any situation. With this self-control training, students are expected to make wise decisions and maintain a positive attitude, both in sports and in everyday life. The ability to control oneself is also an important skill for handling conflicts and social challenges constructively.

This intentionally structuring program not only builds personal values but also plays a role in developing leadership and democratic attitudes in students. Some activities are designed to allow students to take on leadership roles within a group or team. Thus, they are trained to make decisions, organize strategies, and take responsibility for their group's performance. Additionally, this program encourages students to actively participate in decision-making processes and respect the opinions of others. This democratic attitude is important in shaping a generation that is inclusive, open-minded, and capable of collaborating with various parties in social life.

The research results show that the experimental group, which participated in the intentionally structured program, experienced significant improvements in every aspect of character values compared to the control group, which did not receive a similar intervention. This improvement indicates that a well-structured learning program is highly effective in shaping students' moral character. On the other hand, the control group did not show significant changes in character development, further emphasizing the importance of systematic interventions in the character education process.

From these results, it can be concluded that the intentionally structuring approach in PESH learning successfully builds a strong foundation of moral character in students. Values such as self-confidence, sportsmanship, honesty, discipline, cooperation, self-control, leadership, and democratic attitudes are well internalized through carefully planned physical activities. This program not only enhances students' personal qualities but also fosters a sense of social responsibility, preparing them to contribute positively to society.

The implications of this research are clear: the integration of character values in PESH



learning must be done consistently and continuously within the curriculum. Programs like this not only contribute to improving students' physical health but also prepare them to become individuals with good character and social responsibility. Thus, character education through PESH becomes an important strategy in shaping a young generation that is not only physically strong but also full of integrity and ready to face social challenges.

Going forward, further efforts are needed to develop and expand the application of the intentionally structuring approach in various educational contexts. Schools and educational institutions can use these findings to design more effective learning programs for shaping students' character. Additionally, the involvement of teachers and stakeholders in planning and implementing these programs is key to their success. Teacher training is also important to ensure they can implement this approach optimally and sustainably.

In conclusion, PESH learning with an intentionally structuring approach not only functions to improve physical skills but also plays a strategic role in building strong moral character. The findings of this research confirm that well-structured physical education can be an effective means of shaping a young generation that is responsible, of good character, and ready to contribute positively to society. Such learning aligns with the goals of national education to produce individuals who are intelligent, healthy, of integrity, and with good character, thus providing a positive impact on the future of the nation.

## 5. CONCLUSIONS

Physical Education, Sports, and Health (PESH) learning with an intentionally structuring approach has proven effective in building students' moral character. Values such as self-confidence, sportsmanship, honesty, discipline, cooperation, self-control, leadership, and democratic attitudes are systematically internalized through carefully designed physical activities. This program not only enhances students' personal qualities but also fosters a sense of social responsibility, preparing them to contribute positively to society. The research results show that the experimental group, which participated in this program, experienced significant improvements in various aspects of character compared to the control group. Therefore, the integration of moral values into PESH learning should be consistently applied within the educational curriculum. With the right strategy, PESH can become a means to shape a healthy, well-rounded, and morally strong younger generation, ready to face various social challenges in the future.

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