

ANALYSIS OF SOCIAL SKILLS OF ELEMENTARY SCHOOL CHILDREN IN PHYSICAL EDUCATION LESSONS

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ABSTRACT

Physical education does not only play a role in improving physical abilities but is also able to improve the ability of social skills. This research aims to study how physical education affects the social skills of elementary school students. The main focus of this research is to understand how social skills practice during physical education lessons as well as the contribution of physical education in improving social skills during physical education lessons. The research was conducted with a qualitative case study approach with observation, interview and documentation data collection techniques for data collection. The results showed that physical education has a role in developing student social skills. physical education lessons become a means for students to practice developing student social skills through direct experience. Physical education contributes with a supportive environment both from the teacher who chooses the approach during the lesson and the adaptation of the game chosen. however, the research also found obstacles in the development of social skills such as social egocentrism and gender exclusion which resulted in differences in gender participation rates. The implications of this research will emphasize the importance of the role of physical education teachers in designing lessons that not only focus on physical aspects, but also emphasize strengthening social skills.

Keywords: Physical Education, Social Skills, Social Interaction, Gender Exclusion, Psychosocial Theory.

INTRODUCTION

One of the crucial things in child development is social skills. Social skills are very important in harmonizing the social individual which has an impact on healthy personal development. (Darmiany, 2021). To develop social skills requires support from the environment such as family, peers, teachers and schools. At school, an active role in developing social skills cannot be separated from interactions in the classroom and outside the classroom. The interaction between students and teachers is a determining factor in the development of children's social skills. So that the active role of the teacher is needed in the school environment (Solehat, 2023).

The current curriculum is an independent curriculum based on Pancasila values or what is called the Pancasila student profile. The Pancasila learner profile aims to develop character and skills in accordance with the values of Pancasila. (Iskandar et al., 2023). The improvement of character education in the Pancasila profile consists of six dimensions. One of the dimensions of the Pancasila student profile is about working together with the aim of children being able to work together, collaborate and also be able to solve problems. This aims to increase empathy among others (Iskandar et al., 2023).

National education based on Pancasila and the 1945 Constitution of the Republic of Indonesia functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006 concerning Content Standards for Primary and Secondary Education

Units). This is in line with the objectives of physical education. The purpose of physical education is in line with what is expressed by a modern Olympian Baron Piere de Coubertin physical education is a unique vehicle for character improvement. People who will become useful citizens of society are only people who have moral policies with noble traits, good character and strong personality. (Hutagalung, 2024).

The physical aspect of physical education is only part of the benefits of physical education, there are many things that can be developed through physical education. Such as students being able to collaborate and communicate effectively, students being able to resolve conflicts through conceptualized activities such as group activities (Sohrabi, 2019). Through conceptualized movement learning, students' attention will be greater and the competencies to be achieved will be more effective with physical education. Physical activities conducted through games will allow students to interact and relate socially (Dewi et al., 2020). This is seen when children cooperate, talk, support each other and compete, so primary school children can learn social skills through group activities.

Currently, children's growth and development in the social development section has decreased, especially after the pandemic which requires schools to carry out online learning so that teaching and learning activities are still carried out. It is proven that children experience a decrease in cooperation and lack of confidence compared to direct learning (Nurmaya. G et al., 2022). The importance of socializing in the 21st Century describes Collaboration as a philosophy of interaction and a personal lifestyle in which individuals take responsibility for their actions, including learning and appreciating the abilities and contributions of their peers. (Submitted et al., 2024). In addition, children must have social skills, especially the many cases of violence both physically and verbally. Throughout 2023, the National Commission on Child Protection (Komnas PA) informed that there were more than eleven thousand reports related to violence, bullying in schools. This also moved the ministry of education, culture, research, and technology (kemendikbud ristek) to form a Working Group (Pokja) as a follow-up to the prevention of the 3 big sins of education, namely bullying, sexual violence, and intolerance. Through movement experiences, physical education can contribute to addressing the increasing social problems as an overall education program. Through physical education children can understand that they are a unity of body and mind, foster respect for their bodies and others, and provide an understanding of the role of physical education in their internal development (Budiman et al., 2024).

This study aims to describe the role of physical education in developing social skills of primary school children during physical education lessons, analyze the practice of social skills during the implementation of physical education and identify the contribution of physical education lessons in improving social skills in improving the social skills of learners at the primary school level, focusing on the development of social skills in the school environment which is expected to provide insight into how approaches through physical education can support the development of more effective social skills.

METHOD

The research was conducted using qualitative methods. Saryono (2010) states that qualitative research is used to investigate, discover, describe, and explain the quality or excellence of social impact organizations that cannot be explained, measured, or described with a quantitative approach (Nasution, 2023). Because with qualitative research, the implications of a treatment in physical education lessons can be known to improve social skills.

RESULT & DISCUSSION

Based on observations during physical education lessons, students interact to remind and motivate each other so that no students are excluded or alienated during physical education lessons. during physical education lessons, the subject with the highest points becomes the center of all his colleagues. Where students will take the initiative to help their colleagues and also create strategies during game adaptation. All grade 6 children tend to be active during physical education lessons which contain interesting lessons related to game adaptation. Students tend to be conducive when at the beginning of the game for 30 minutes for the next minutes students must be included in activities so that students are not bored waiting for their turn.



Figure 1

Based on the results of the interviews, there are several words that most often appear during physical education lessons. to visualize the results of interviews related to social skills, the word cloud method is used as in Figure 1 showing words with large sizes indicating that the frequency of words is higher such as the words “lessons”, “physical education”, “play”, “sports”, “students”, “friends” and “teachers”. This indicates that subjects talk more often about games that involve interactions between friends, sports that involve agreements between teachers and students and activities that take place during physical education lessons.

From the results of the research analysis, the practice of social skills that cover aspects of communication, empathy, cooperation, tolerance and adaptation emerged during physical education lessons. this is in line with the theory expressed by Bandura related to social learning theory. Where the student's social learning process uses observation, imitation and modeling from the surrounding environment such as teachers and peers. Indirectly during physical education lessons students can learn by watching the teacher give instructions then motivate their friends to work together so that this behavior can be integrated into daily life. Albert Bandura's social learning theory is the theoretical basis for increasing student interaction and collaboration during lessons so that Albert Bandura's theory strengthens the argument that physical education is effective for improving social skills.

Apart from that, words with a high frequency with a large enough size such as “helping”, “waiting”, “together”, “obeying” are evidence of the development of social skills that occur during physical education lesson activities. physical education is one of the platforms for students to communicate, interact, organize strategies and obey rules when playing group sports. This also confirms that social skills begin to develop during physical education lessons such as effective communication, tolerance, empathy, cooperation and adaptation.

However, the words “unfair”, “angry” and “selfish” also appear in Figure 1 above. Although smaller in size, it shows that there are obstacles in the development of social skills such as small disputes that start from egocentricity due to the high desire to compete. This

shows that physical education is not only a vehicle for developing social skills, but can trigger conflicts that require teacher control and guidance. The following main map visualizes the barriers to developing social skills during physical education lessons.

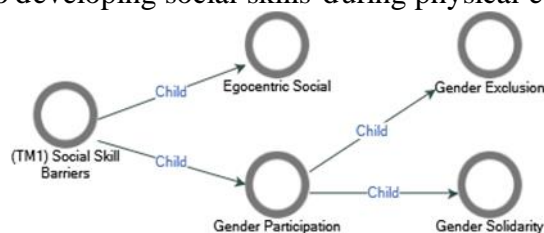


Figure 2

Figure 2 illustrates the barriers faced in developing social skills during physical education lessons. there are two main elements that are the source of barriers: social egocentrism and gender participation. Social egocentrism tends to stem from a lack of empathy and dominant communication so that students only focus on their own interests without paying attention to other people's perspectives. Social egocentrism relates to students' tendency to have self-interest. During physical education lessons some students were seen focusing more on personal success than group success. Social egocentrism arises due to the lack of collaborative learning. This is reinforced by research conducted by Rahmadi 2022. When students do not receive adequate learning about cooperation and empathy, they may be less able to interact positively with classmates, thus leading to the development of stronger egocentric attitudes(Rahmadi et al., 2022).

Social egocentricity is discussed in Piaget's theory where students tend to struggle to understand other people's perspectives and tend to see the world from their own point of view. This is often demonstrated in the pre-operational (2-7 years) and concrete operational (7-11 years) stages. Although students learn to think logically and understand social rules, they can still be egocentric, especially when competitive. Competitive learning can develop negative social attitudes if not balanced with cooperative approaches. In a competitively oriented education system, students may be more likely to focus on personal achievement and ignore group interests, making them more egocentric. In this setting, the quality of social interaction between students may decrease, as students focus on individual rather than collective outcomes(Dedek Andrian et al., 2020).

Next, gender participation also has a significant barrier effect on the development of social skills. Gender exclusion and gender solidarity are further impacts after gender participation. This results in gender inequality with small group sizes. In part, gender participation is manifested by gender exclusion. Gender exclusion in physical education lessons refers to students of one gender tending to ignore the other gender or not involving the other gender. Gender exclusion that occurs during physical education lessons fosters social expectations and gender stereotypes that affect students' interests and self-confidence. women often face greater barriers such as teacher interviews conducted. When students want to play the same game with both male and female camps. Later on, men will control the game from the beginning of the lesson to the end. Which results in low female participation. This is reinforced by research that traditional gender stereotypes often cause female students to face greater hurdles in participating in sports(He et al., 2024). Gender exclusion results in limited cross-gender social interactions, gender segregation resulting in minimal opportunities to understand different perspectives and ultimately inhibits children's social skills.

In response to gender exclusion, gender solidarity emerges. In physical education, gender solidarity is seen when students of one gender cooperate and support each other in physical activities, both competitive and cooperative. Based on teacher interviews. Female

students prefer to group with same-gender friends. This serves to fight against gender exclusion and gender solidarity can increase cohesiveness and promote greater participation in physical education. research shows that physical education provides opportunities for students to strengthen social skills that are needed in everyday life. Gender solidarity can be created when students are invited to collaborate in sports activities, which not only focus on competition but also on togetherness and mutual respect for each other(Prayoga et al., 2024).

During the observation and interview process, the aspects of social skills that were identified were communication, empathy, cooperation, adaptiveness and tolerance. Based on the observation results, most aspects of social skills were practiced during physical education lessons, although there were some students who tended to be passive. The relationship between various social skills during physical education lessons is shown in the following figure.

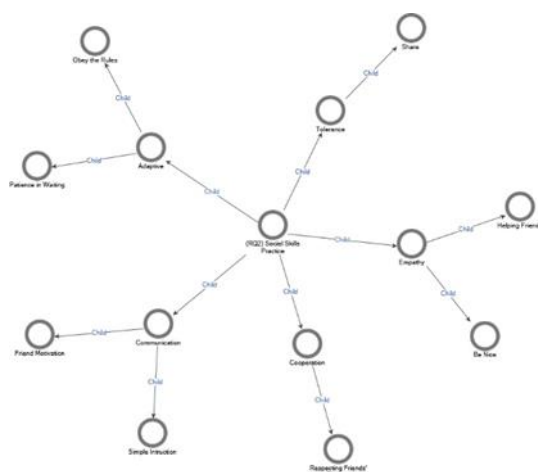


Figure 3

Figure 3 is a visual result of the interconnected and mutually supportive social skills in the context of student interactions during physical education lessons in the field. Figure 3 shows the main social skills discussed including adaptive, empathy, cooperation, communication and tolerance.

Social skills lessons cannot be separated from the relationship between students' ability to communicate. Students' ability to communicate is formed through student interactions during physical education lessons. based on observations students communicate verbally and nonverbally with their colleagues. Evidenced based on the results of student interviews. Students communicate with simple instructions and friend motivation. This involves that students communicate involving verbal skills shown by direct instruction cues and also students show communication nonverbally shown by hand gestures, eye contact and facial expressions. This is in line with the concept of observational learning expressed by Albert Bandura. Individuals learn through direct observation of those around them. In the context of physical education, students learn to communicate effectively by imitating teachers and friends who are proficient in giving instructions.

In other cases, students witnessed teachers giving feedback to students with words and tone of voice that could influence the enthusiasm and confidence of other students. Then students communicate with the motivation given to their teammates. It could be with words of encouragement or an invitation to join the team. Communication occurs during physical education lessons due to class participation and relationships between students so that an encouraging atmosphere is formed so that students are involved and eager to participate(Li, 2024). In addition, teaching methods that focus on cooperation can build a more interactive classroom and also lead to communication between students. So students are more likely to

communicate openly both in the form of instructions and constructive feedback(Yang et al., 2024). This happens after observing what happens in the surrounding environment. By observing these interactions students can learn effective communication and apply values such as empathy.

The attitude of empathy that is formed during physical education lessons is in the form of students being kind and helping their friends who are experiencing difficulties. An empathetic attitude is how individuals are able to understand the feelings experienced by others. Empathetic attitudes in physical education lessons with the form of students being kind to their peers. As a result of interviews with students that students behave well by not ignoring their friends and also not being impulsive when friends make mistakes. The emergence of an empathetic attitude is influenced by students' personal experiences such as they have experienced similar conditions with their friends so that students have a connection with their friends. This is based on interviews with high skill students, students conveyed that there were times when students had felt their friend's position. This indicates that students empathize by helping friends when friends are in a bad condition.

The empathy aspect arises because of the development of students' positive attitudes. Positive attitudes in physical education can develop aspects of empathy as stated by Kalkan in his research. Positive attitudes possessed by students tend to foster the value of cooperation and mutual respect so that empathy abilities can be strengthened in physical education(Kalkan, 2022). Empathy capacity can also be strengthened by students learning to feel what their peers are experiencing during social interactions in physical education lessons such as group games. empathy capacity can also be influenced by the atmosphere and interactions that occur in groups(Duan et al., 2022). So as to enhance social responsibility and cooperation.

Cooperation in physical education lessons is important when students have to face physical challenges that require collaboration. In this situation students will learn by combining the social skills of each individual to achieve a common goal. During physical education lessons students will also learn how to respect and listen to the opinions of others. Based on the results of the interviews, students practice cooperation during sports lessons by respecting their friends' choices and not imposing their will. This is created because of the discussion during the group. Cooperation between students is created as a result of intense interaction. Research shows that time spent in physical education lessons can improve communication and interaction between students(Dadı & Özer Yıldız, 2023). In addition, collaborative learning models can also support students' cooperation skills as research conducted by Fizi et al, cooperative lessons effectively improve students' cooperation skills. When students participate in physical activities that require collaboration, they learn to support each other and contribute to the success of the group, which integrates social skills with physical activity(Fizi et al., 2023). Thus, this process makes students form mutual trust, respect and adapt to the decisions that have been taken in order to achieve common goals.

Adaptive during physical education lessons relates to how students learn to adjust to both decisions made and rules that change depending on weather factors, facilities and learning objectives to be achieved. When students are faced with circumstances that require adjustment, students will learn to evaluate and consider the consequences of decisions made in a short time. Student adaptiveness is related to students obeying the rules. Based on the results of the teacher interview, students will obey the rules when they get instructions from the teacher. Even if students get instructions from their teammates. Students with low and medium social skills tend to follow while students with high social skills tend to be the ones giving instructions. Overall, physical education lessons will provide learning from both

physical abilities and social and cognitive abilities that are trained through student self-adjustment and a more responsive mindset. This is in line with the integration of self-efficacy principles in Albert Bandura's theory. In physical education lessons, the principle of self-efficacy can improve students' adaptability where they are more confident in their abilities. The confidence that is present not only increases student motivation but will also strengthen students' desire to continue learning.

In addition, tolerance in students' social skills is one of the crucial things where students are faced with competitive situations with respect for abilities and sharing equipment. During physical education lessons, tolerance helps students to understand that everyone has their own uniqueness that must be valued and respected. This is evident from the analysis of student interviews, students want to share sports equipment and also try to understand the different abilities of each partner. When students are able to appreciate every uniqueness that exists, an inclusive environment will be formed. In addition, sharing sports equipment is the most important aspect of tolerance. Given that sports facilities often do not meet or are not proportional to the number of students. When they share, students learn about the value of collaboration and caring for others so as to create a harmonious class. This can be seen from observation. students do not hesitate to share their sports equipment with their colleagues. Tolerance arises from social interactions and rules that are adapted to the needs of students. In the context of physical education, students interact with friends who come from different backgrounds, especially in terms of culture so that students are able to learn to work together (Hartanto et al., 2021). This will strengthen their understanding in appreciating every difference. Physical education is an effective means to develop tolerance values, especially in the research location which consists of a pluralistic society.

So that through this experience students are able to learn that to create a positive environment, students must share and also respect each other's abilities. This is in line with the concept put forward by Albert Bandura, namely reinforcement. This relates to a positive environment reinforced by appreciation and recognition. This concept also teaches that students' tolerance is not only beneficial to social relationships but also valued in a group context.

Physical education contributes to developing social skills. There are several key elements that are interconnected to have a positive impact on social skills. The following is a visualization of the contribution of physical education to the development of social skills

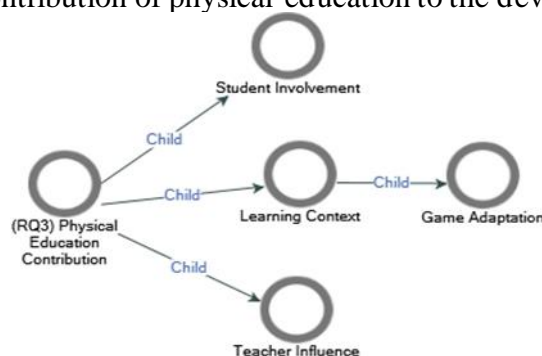


Figure 4

Figure 4 shows that there are three main elements that support physical education's contribution to improving social skills during physical education lessons. These are student engagement, the physical education context and the role of the teacher.

In the context of physical education, students engage in physical activities that require cooperation and communication. This will train students' social skills especially during the concrete operational period. According to Jean Piaget's theory of cognitive development, students begin to understand the perspectives of others, develop logic and begin to learn

social rules in the surrounding environment to support their interactions. This will support students to adapt and hone their social skills abilities through dynamic game rules and managing self-emotions such as supporting friends, appreciating everyone's different abilities and so on.

Their ability to adapt starts from their active participation during physical education lessons. Based on observations, physical education lessons will run smoothly when students actively participate. Based on the results of teacher interviews, student involvement is very important to create interactive lessons for example, when the teacher tries to explain about the lesson there are often students who do not understand the teacher's delivery but students who are embarrassed to ask will choose to ask their colleagues so that students are involved so that the interactive lesson process occurs. Studies prove that increasing student participation in physical activity comes from an approach that produces an inclusive and integrative environment. One of the relevant studies is research conducted by (Dadı & Özer Yıldız, 2023). The study found that students tend to show high interest and participation when students are actively involved in physical education lessons. In addition, parents also recognize physical education as an important course that contributes to student behavior in other classes. Therefore, student engagement during physical education lessons can influence a conducive and more interactive classroom atmosphere.

A conducive class is influenced by the context of the lesson with game adaptations. Based on the interview results, the teacher delivering the lesson content is also one of the keys to creating an interactive class. Based on observation, students are conducive in the first 30 minutes and not conducive if they are not involved during the lesson. Well-designed physical education is not only engaging for students but can also have a long-term impact on their health and engagement outside of school. Quality materials during physical education lessons can influence students' lifelong physical activity habits thereby increasing students' awareness of the importance of physical activity for the body and a deeper understanding of the importance of physical activity for the body (Williams et al., 2020). Game adaptations have great potential for student engagement during physical education lessons. By implementing approaches that involve a variety of games and inclusive teaching techniques, teachers can create a more engaging and enjoyable learning experience.

The whole game and learning path is determined by the physical education teacher. Here the teacher plays a very important role in organizing the path during physical education lessons from the classroom atmosphere that can support student growth and development to the appropriate approach to bring out the values of social skills. Based on the results of the interview the teacher said that students also depend on how the teacher leads the lesson. A study found teachers who are competent and trained in educational methods are better able to create positive interactions and mutual respect among students (Hartanto et al., 2021). With this approach, students not only learn physical skills but also social values such as tolerance and cooperation, which are essential in physical education (Hartanto et al., 2021). In addition, research by Avşar and Yanar (2023) discussed that the quality of the relationship between physical education teachers and students greatly influences the learning experience of students students tend to be more open to actively participating in activities when a relationship is created. (Avşar & Tunçel, 2023).

Overall, after considering these studies it is clear that student engagement in physical education lessons is strongly influenced by interactive learning environments, a focus on sustainable health, and inclusive teaching strategies. By implementing methods that promote interaction and responsiveness, physical education can be an effective means of increasing student engagement and supporting their physical and social development. During physical education lessons students not only learn sports techniques, but also learn values about their

lives that are integrated from real experiences during physical education lessons. through the process of physical education lessons students will learn how to become better individuals as a provision to achieve success in various aspects of life.

CONCLUSION

Social skills of elementary school children during physical education lessons have obstacles triggered by individual and social circumstances. Individual circumstances themselves are in the form of emotional, psychological, personality and intellectual aspects. While the environment relates to education, parenting, introduction to social and cultural norms. To overcome these obstacles, physical education has a role to develop social skills through structured learning in the form of interactive lessons and interesting game adaptations that motivate students to be actively involved and also interact with their peers. Physical education not only contributes to improving physical quality and awareness of movement. Through observation, the researcher sees a real picture of how students interact and practice social skills and interviews to explore the case in the form of obstacles that arise so that the causes of differences in student participation that have a negative impact on the social skills of elementary school children are found. Physical education lessons contribute to developing social skills through physical activities in the form of game adaptations that cause interaction between students.

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