Al-Ishlah: Jurnal Pendidikan
Vol.15, 3 (September, 2023), pp. 3295-3304
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v15i3.3049

Identification of Barriers to Completion of Study for Physical Education Students

Henry Maksum[1], Muhammad Suhairi[2]*, Nevi Hardika[3], Zusyah Porja Daryanto[4], Mikkey Anggara Suganda[5]

[1] IKIP PGRI Pontianak, Indonesia; henrymaksum68@gmail.com
[2] IKIP PGRI Pontianak, Indonesia; suhairims27@gmail.com
[3] IKIP PGRI Pontianak, Indonesia; nevihardika@gmail.com
[4] IKIP PGRI Pontianak, Indonesia; porja.diah86@gmail.com
[5] IKIP PGRI Pontianak, Indonesia; mikkey-anggara-suganda@unucirebon.ac.id

ARTICLE INFO

Keywords:

completion of study;
physical education;
students' barriers

Article history:

Received 2022-12-05
Revised 2023-01-11
Accepted 2023-09-29

ABSTRACT

This study aimed to investigate the challenges faced by Physical Education students at a public university in Pontianak in successfully finishing their courses within the designated timeframe of four years or less. The nature of this research might be characterised as descriptive. The sample for this study consisted of 564 individuals who were enrolled as students in the Faculty of Sports and Health Education, specifically in the Physical Education study programme for the Bachelor programme for the academic years of 2019-2022. The sample in this study amounted to 164 people. Sampling withdrawal using random sampling. Data collection was carried out using a questionnaire distribution instrument with a Likert scale to respondents who had been assigned to the subject as the research sample. This study's factors and theoretical studies determine instrument arrangement. This study's factors are students, infrastructure and facilities, teaching staff (method, lecture atmosphere, guidance, material ready), faculty leader administration, and semester study load (credits). An instrument validity test was performed utilising a user test with 80% valid question items to determine measurement validity. Descriptive research results were obtained as follows, namely: (1) Students 59.18% sufficient category, (2) Infrastructure and facilities obtained 54.75% Enough category, (3) Teaching staff (method, lecture atmosphere, guidance, material readiness) obtained 60.67 in the Good category, (4) administration of the faculty leadership obtained 60.67% in the Good category, and (5) Semester study load (credits) obtained 60.29% in the Good category. It can be interpreted that the five variables in the research results have an impact on the timely completion of learning for students of the Physical Education Study Program.

Corresponding Author:
Muhammad Suhairi
IKIP PGRI Pontianak; suhairims27@gmail.com

1. INTRODUCTION

The necessity of enhancing the capacity to effectively manage and foster the growth of tertiary institutions has been acknowledged (Asmawi, 2005). One approach is enhancing the calibre of graduates, as shown by timely graduation, through the optimisation of management, infrastructural, and instructional practises (Robbins, 1994). The process of acquiring knowledge and skills is a topic of perpetual intrigue and a challenge encountered by several individuals. Consequently, numerous theoretical frameworks are dedicated to the examination of the process of learning. The prioritisation of employing theories in learning practice that align with the specific context and conditions holds greater significance than engaging in debates that challenge the veracity of individual ideas. The use of learning theory in educational settings, including both primary and higher education institutions, plays a crucial role in shaping the process of knowledge acquisition. It encompasses the understanding of how learning occurs and the various elements that influence it, hence fostering students' intrinsic motivation to comprehend and engage with these influential factors.

Understanding the various aspects that govern and exert control over the process of learning is crucial in facilitating an ideal learning experience. This knowledge is not only beneficial for typical students, but also for aspiring educators, mentors, and instructors within an educational institution. The comprehensive sequence within the pedagogical process entails the establishment of interactions among the diverse components, with the aim of exerting mutual influence until the desired learning outcomes are attained (Suhairi & Dewi, 2021). The goal of education encompasses two primary purposes, which are to provide guidance for all educational endeavours and to serve as a common objective pursued by all educational activities (Abduljabar, 2011) (Suganda & Suharjana, 2013). Educational goals possess normative characteristics, incorporating aspects that exert a certain degree of coercion, yet remain consistent with the trajectory of student growth and are widely embraced by society as a commendable lifelong pursuit.

According to Roestiyah's (2001) definition, learning may be understood as a cognitive process wherein individuals actively engage in efforts to acquire new behavioural patterns. This acquisition is facilitated through the individual's own experiences and interactions within their environment. It can be interpreted that the individual changes referred to above will be obtained if supported by various factors in each learning process that is carried out by every student who is studying. In general, there are several factors in the learning process, namely: (1) internal factors, such as (a) physical factors; (b) psychological factors, and (c) fatigue factors. (2) external factors such as (a) family factors; (b) school or campus factors; and (c) community environmental factors.

This research focuses on the specific context of school and campus factors, encompassing various components. These components include (1) student achievement, which pertains to the attainment of educational goals through studying; (2) infrastructure and facilities support, aimed at providing convenience for students in carrying out their learning tasks; (3) the learning atmosphere, which aims to foster a conducive environment for teaching and learning, particularly between students and lecturers; (4) teaching load, referring to the allocation of credits per semester and its impact on the completion of teaching assignments; (5) administration, encompassing study programme and faculty leadership policies; (6) learning methods employed; (7) readiness and transfer of learning materials; and (8) teacher guidance and support throughout the learning process. The prediction of suboptimal student learning outcomes can be attributed to the influence of several aforementioned components. However, in order to obtain a comprehensive understanding, it is important to conduct a thorough investigation of these factors. The anticipated outcomes of this study are poised to unveil a multitude of issues and challenges encountered by students when it comes to fulfilling their academic course requirements. Conversely, the outcomes of this study are anticipated to serve as a point of reference for decision-making processes, including study programmes, faculties, and the university as a whole.

Students in the educational process have a limit or time level that has been determined by the educational institution by the level or level of education. The study time limit for students is the maximum time a student can complete a study program. The length of study taken is regulated or determined by

the tertiary institution. Generally, the length of study for undergraduate students at the Physical Education Study Program is up to 14 semesters or 7 years (*Buku Pedoman Akademik IKIP PGRI Pontianak*, 2021).

Some of the results of research on the obstacles to completing the final thesis assignment carried out by (Hariyadi & Sari, 2017) formulate that the length of time for writing the thesis from setting to the final report takes an average of 8 months lies in external problems including external obstacles originating from the supervisor thesis includes difficult to find (36.7%), at least tutorial time (23.3%), lack of coordination and similarity of opinion between supervisor 1 and supervisor 2 by (23.3%), unclear giving tutorials by (26, 7%), and lecturers are very busy with schedules (13.3%). Obstacles to source books include the lack of reference books that focus on research problems (53.3%). Meanwhile, according to (Wangid, 2013), the obstacles faced by students were more internal in nature, including laziness (40%), low motivation (26.7%), worry about meeting supervisors (6.7%), difficulty getting used to thesis supervisor of (6.7%).

Graduating on time is a moment that every student dreams of. Ideally, for undergraduate students, the study period is 4 to 5 years (Hermawan, 2022). If the factors inhibiting students from completing their studies are not immediately addressed, it is feared that they will disrupt the education system. Difficulties that create obstacles for students will have an impact on the length of study time. Obstacles refer to challenges or unfavourable circumstances that can impede an individual's psychological and emotional growth (Mendrofa & Laia, 2022) (Kurniawan, Mikkey, & Suganda, 2021).The difficulties that arise certainly disrupt the series of learning developments. Barriers to completing studies are symptoms that can be observed and identified in students either based on their behavior or learning achievement (Anugrahana, 2020). The Director General of Higher Education stated that "the longer a student takes his studies, so eventually this system will collapse and cause other systems to become disrupted as well". If this happens to students whose learning motivation is lacking, it is feared that it will hinder their study period and drop out (DO). Another consequence of delays in the completion of studies for students is that the financial burden of financing lectures increases and the set study time is not by the initial plan that has been set, namely for 5 years, so it is not under what has been determined.

This study exhibits distinct characteristics in comparison to prior research endeavours. The participants in this study consisted of students pursuing sports education. The objective of this study was to ascertain the factors that impeded the successful completion of academic studies among students enrolled in the Physical Education Study Programme. The periodic conduction of this research is deemed significant for students in light of the repercussions stemming from the two-year duration of the COVID-19 pandemic. In order to effectively address the challenges faced by Physical Education students in finishing their studies, it is imperative for a lecturer to possess the ability to identify and analyse the underlying reasons of these obstacles. By thoroughly examining the factors that impede student progress, an educator may then proceed to develop and implement appropriate solutions to address the specific problems encountered by students.

2. METHODS

The type of research used is descriptive. The research was conducted at the Physical Education Study Program, Faculty of Sports and Health Education, IKIP PGRI Pontianak. The research was conducted in July-December of the 2021 academic year. The population in this study were 564 students of the 2019-2021 Physical Education study program (source: BAAK-IKIP PGRI Pontianak). The sample in this study amounted to 164 people. Sampling using random sampling. Research variables include (1) students; (2) infrastructure; (3) teaching staff; (4) leadership administration, and (5) semester learning load (SKS). While the instrument used to obtain data was carried out through distributing questionnaires with a Likert scale in the theoretical studies proposed in this study. To obtain the validity of the measurement, an instrument validity test was carried out using a user test with a minimum requirement of 80% of the required items declared valid. The data collection technique uses descriptive statistics through frequency tabulations in the following format (Shah Valdes, 2012).

$$P = \frac{F}{N} \times 100$$

Information:
P = Percentage sought
F = Frequency
N = Samples

Interpretation of the percentage of indicators is calculated using the following formula:

$$\% \text{ Indicator} = \frac{(\sum_{xi} \text{ x Weight})}{(\sum_{resp} X \sum_{item} \text{ x highest weight})} \times 100$$

Table 1. Percentage Indicator (Ridwan, 2002)

Angka	Klasifikasi
0% - 20 %	Very weak
21% 40%	Weak
41% - 60%	Enough (Moderate)
61% - 80%	Strong (Good)
81% - 100%	Very Strong (Very Good)

3. FINDINGS AND DISCUSSION

Analysis of the results of research tests on the instruments used using used trials, which are directly given to predetermined samples by following the provisions that each variable indicator outlined in the form of a question is required to pass 80% of fulfilling the validation test requirements (Arikunto, 2021). Based on the analysis conducted from 130 question items representing each indicator, it was proven that 112 items (86.05%) met the validity test requirements. It can be interpreted that statement items can be used directly as instruments for predetermined respondents. Then, the reliability of the research instrument was tested using the split-half method with the assumption that even and odd statement items are homogeneous and measure the same thing (Arikunto, 2013). Calculation of the level of reliability used Product Moment correlation formulation.

The results of the questionnaire given to students were obtained from several research question instruments, which included: First (1) what percentage of the availability of infrastructure and providing support for the implementation of lectures in the Physical Education Study Program FPOK IKIP PGRI Pontianak was obtained. From the analysis of 15 statement items representing infrastructure indicators, the distribution of answers was obtained; (1) strongly agree obtained 12.06%, agreed answers obtained 20.35%. Doubtful, 15.60% disagree, 32.09% and strongly disagree answers obtained by 19.88%. Based on data from 164 respondents, the percentage of achievement of the variable physical education learning infrastructure, Faculty of Sports and Health Education IKIP PGRI Pontianak obtained a percentage of 54.75% in the Enough (Medium) category. The histogram distribution can be seen in Figure 1, as follows:

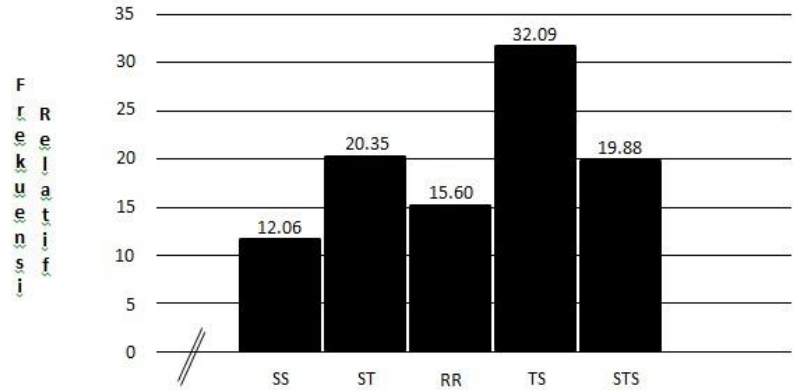

Figure 1. Histogram of the percentage of learning infrastructure

The results of the questionnaire given to students were obtained from several research question instruments: Second (2) what percentage of the ability of students of the Physical Education Study Program can carry out learning assignments under the learning concept? Obtained from an analysis of 38 questionnaires representing student indicators obtained the following distribution: (1) strongly disagree 12.97%, (2) agree (25.67%, (3) doubt 20.40%, (4) disagree 25 .16% and 15.81% strongly disagreed. Furthermore, based on data from 164 respondents, the percentage achievement of students' ability to carry out learning tasks was obtained by 59.18% with a Medium classification. The histogram distribution can be seen in Figure 2, as follows:

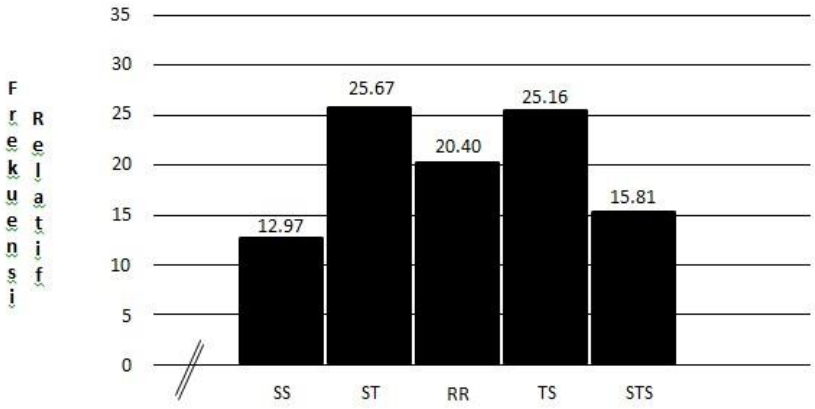

Figure 2. Histogram of the percentage of students' ability to carry out learning tasks according to the learning concept

The results of the questionnaire given to students were obtained from several research question instruments which included: Third (3) what percentage of faculty leadership policies have carried out administrative processes with certain policies to protect the creation of a conducive learning process in the Physical Education Study Program is obtained. From the analysis of 19 statement items representing indicators of infrastructure facilities, the distribution of answers was obtained: (1) strongly agree obtained 11.87%, agreed answers obtained 29.81%. Doubtful, 23.64% disagree, 25.81% and strongly disagree answers obtained by 8.38%. Based on data from 164 respondents, the percentage of achievement of the policy variable of the faculty leadership has carried out administrative processes with certain policies to protect the creation of a conducive learning process in the Physical Education Study Program, Faculty of Sports and Health Education IKIP PGRI Pontianak, a percentage of 62.81% is obtained with the Strong classification (Good). The histogram distribution can be seen in Figure 3, as follows:

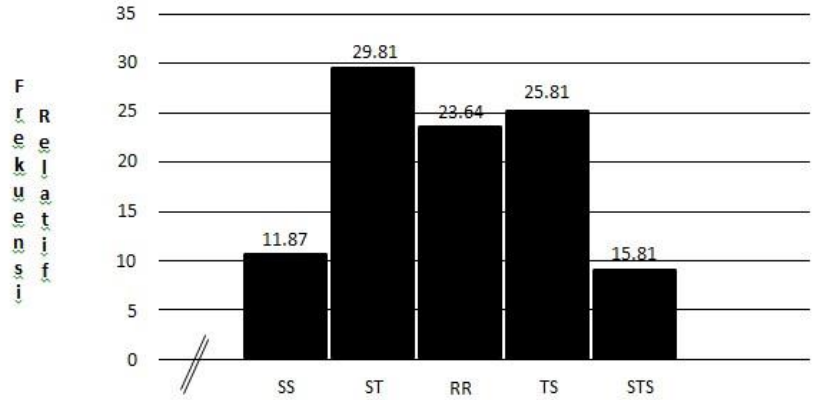

Figure 3. Histogram of the percentage of faculty leaders who have carried out administrative processes with certain policies to protect the creation of a conducive learning process

The results of the questionnaire given to students relate to the fourth research question instrument (4) relating to how much the percentage of readiness of teaching staff/lecturers can create a conducive atmosphere in the implementation of learning is obtained. From the analysis of 22 statement items representing indicators of infrastructure facilities, the distribution of answers was obtained; (1) strongly agree obtained 11.46%, agreed answers obtained 27.50%. Doubtful 24.37% disagree 23.28% and strongly disagree answers obtained by 12.49%. Based on data from 164 respondents, the percentage of staff/lecturer readiness variable achievement was able to create a conducive atmosphere in the implementation of learning for the Physical Education Study Program, Faculty of Sports and Health Education. A percentage of 60.67% was obtained in the Strong (Good) category. The histogram distribution can be seen in Figure 4, as follows:

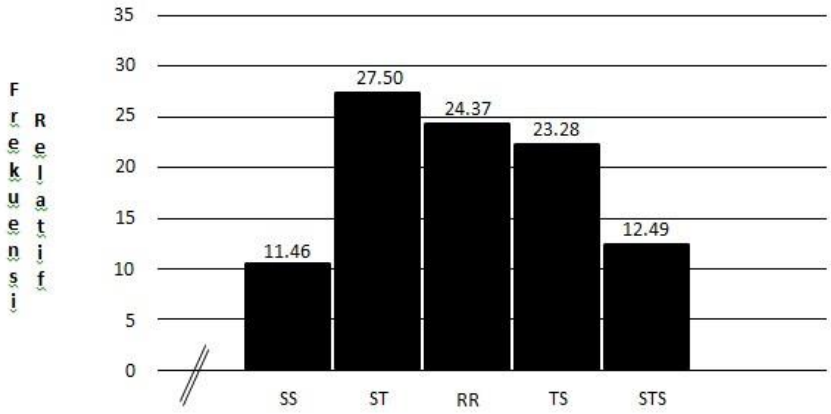

Figure 4. Histogram of the percentage of leadership staff/teaching lecturers who can create a conducive atmosphere in the implementation of learning

The results of the questionnaire given to students of the fifth research question instrument (5) relate to how much percentage of students' ability to complete lecture loads in the Physical Education Study Program is obtained. From the analysis of 17 statement items which represent indicators of students' ability to complete the study load (SKS) taken each semester, the distribution of answers is obtained; (1) strongly agree obtained 10.49%, agreed answers obtained 34.85%. Doubtful 22.13% disagree 25.61% and strongly disagree answers obtained by 8.93%. Based on data from 164 respondents, the percentage of students' ability to complete the lecture load in the Physical Education Study Program,

Faculty of Sports and Health Education obtained a percentage of 60.29% in the Strong (Good) category. The histogram distribution can be seen in Figure 5, as follows:

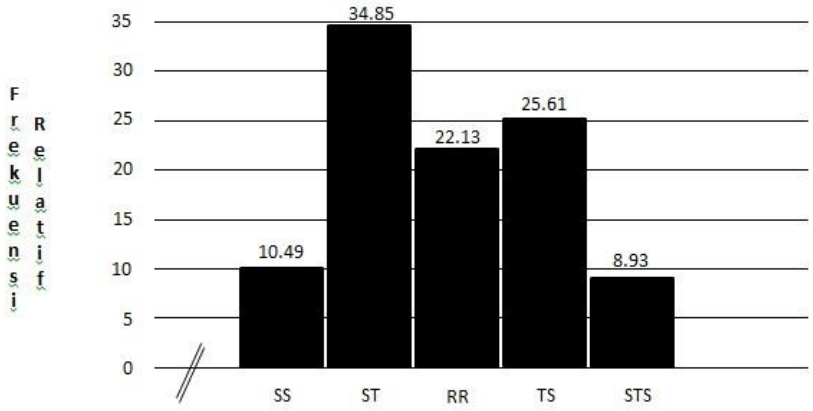

Figure 5. Histogram of the percentage of students' ability to complete lecture loads in the Physical Education Study Program

The results of the research presented previously serve as an overview and basis for discussion of any obstacles in completing studies for students of the Physical Education Study Program, Faculty of Sports and Health Education IKIP PGRI Pontianak. The role of higher education is central to increasing sports personnel both hard skills and soft skills through teaching, research and community service (Cahyadi, Suhairi, Rahmat, & Daryanto, 2022) (Rubiyatno, Rajidin, & Suganda, 2021). Education is a process of interaction that occurs between teachers and students, which aims to improve mental development so that they become independent, in general, it can be said that education is a unit of action that allows learning and development to occur (Panel, Suhairi, & Lauh, 2022). Infrastructure is one of the important elements in achieving or producing specific learning objectives and educational goals in general. Each educational unit is required to have facilities and infrastructure, which include furniture, educational equipment, educational media, books, and other learning resources, consumables, and equipment needed to support an orderly and sustainable learning process (Government, 2005) No.19 of 2005 on National Education Standards. Learning Physical Education Sports and Health can run effectively if the facilities and infrastructure that are by the material are fulfilled and can be utilized optimally for achieving learning objectives (Zamuri & Hardika, 2022).

Each formal and non-formal education unit provides facilities and infrastructure that meet educational needs following the growth and development of the physical, intellectual, social, emotional, and psychological potential of students Article 45 Paragraph 1 (UU Sisdiknas, 2003) The research results relate to the availability of infrastructure in the Physical Education Study Program, Faculty of Sports and Health Education, IKIP PGRI Pontianak, a percentage of 54.75%, based on the interpretation of the indicator percentage, was obtained in the Fair (Moderate) category (Ridwan, 2002). This means that the infrastructure that has been provided is used or utilized in learning and is considered sufficient. The results of research related to infrastructure facilities show that institutions should pay more attention to these results with efforts to further improve the quality and quantity of facilities and infrastructure towards a better direction and not just sufficient/moderate. By increasing the quality and quantity of facilities and infrastructure in a better direction, it is hoped that it will also increase student learning efforts in completing lectures or study assignments with good or very good results. The ability of students to carry out learning tasks is that students can prepare themselves to be able to take part in face-to-face or structured physically, mentally, and psychologically in carrying out and dealing with the given task/study load. Giving assignments is a form of training students to think creatively. Giving assignments is a form of learning activity that can make the teaching and learning process more fun, effective, and efficient for students (Lily Budiarjo, 1997). The results of data analysis, in this case, show

that the ability of students to carry out their learning assignments is in the moderate/moderate category with a percentage of 59.18%.

Apart from the student's ability to carry out assignments, it is necessary to pay attention to the policies of the faculty leadership led by the Dean, Deputy Dean I of the Curriculum and Study Program Section as leaders, to move the wheels of the organization so that they can serve and assist the interests of students as much as possible in carrying out learning assignments. The results of data analysis, in this case, obtained a percentage of 62.81% with a Strong (Good) classification. This means that students get good service and assistance as long as they deal with the leadership and its members. The elements within the Faculty consist of academic executive leaders (Head and Secretary of Study Program), academic implementers (lecturers), and administrative implementers consisting of the Academic Administration Section, the General and Finance Section, and the Student Administration Section. All elements support each other according to their respective duties and functions in serving students well. The guidance also needs to be carried out by the government as responsible for the implementation of quality education for every citizen (Selian, 2019). Learning resource centers are often termed Merril Drob as centers for learning resources which are defined as: "An organized activity consisting of a director, staff, and equipment housed in one or more specialized facilities for the production, procurement, and presentation of instructional materials and the provision of developmental and planning services related to the curriculum and teaching on a general university campus"(Rahmadi, 2017).

The success of lecturers in carrying out the teaching and learning process is carried out with several roles that must be carried out such as roles as planners, facilitators, and evaluators (Budiarjo, 1997). The results of data analysis related to this matter obtained a percentage of 60.67% in the Strong (Good) category. This means that as a planner the lecturer has been able to determine and direct the forms and types of activities that must be carried out by students according to or refer to the instructional objectives of the lecture material. In addition to the ability of lecturers to teach, the ability of students to complete lecture loads will greatly depend on how many courses they take in that semester. It is very individual depending on the ability of the students. Taking the lecture load is also determined by how many Achievement Index (GPA) students get from all courses. A GPA of 3.0 and above can take a maximum of 24 credits (IKIP PGRI Pontianak Academic Manual, 2021). The results of the data analysis show that students complete their lecture load in the good category, obtaining a percentage of 60.29%.

4. CONCLUSION

Based on the results of data analysis, several conclusions can be drawn from the results of this study, namely: (1) support for the availability of advice and infrastructure for the implementation of lectures is 54.75% or is in the sufficient category; (2) the ability of students of the Physical Education Study Program to carry out their learning assignments, is a percentage of 59.18% or is in the sufficient category; (3) the policy of the leadership of faculty and study programs obtained a percentage of 62.81% or in the Good category; (4) readiness of teaching staff/lecturers in carrying out teaching and learning process tasks obtained a percentage of 60.67% or in the Good category; and (5) the ability of students of the Physical Education Study Program in completing their lecture load is a percentage of 60.29% or is in the Good category.

Based on the discussion and conclusions, some ideas are: (1) Improving facilities and infrastructure to support teaching and learning helps motivate students to complete learning tasks and lecture loads. (2) Students of the Physical Education Study Programme can maximise their learning assignment performance to increase their outcomes. (3) faculty and study programme leaders to remain more enthusiastic about serving students so that current achievements are more motivated to help students complete study assignments and student lecture loads; (4) study programme lecturers to be more motivated to carry out their teaching process tasks so that existing conditions can be optimised. The scope of this study is restricted to the challenges faced by students enrolled in study programmes for

sports education. Qualitative data based on students' perspectives can be explored further in future studies.

REFERENCES

Abduljabar. (2011). *Pengertian pendidikan jasmani*. Ilmu Pendidikan.

Anugrahana. (2020). Barriers, Solutions and Hopes: Online Learning during the Covid-19 Pandemic by Elementary School Teachers. *Scholaria: Journal of Education and Culture*, *10*(3), 282–289.

Arikunto, S. (2013). Suatu Pendekatan Praktik Penelitian. In *Prosedur Penelitian*. Jakarta: Rineka Cipta.

Arikunto, Suharsimi. (2021). *Penelitian tindakan kelas* (Edisi revi). Bumi Aksara.

Asmawi, M. R. (2005). Strategi Meningkatkan Lulusan Bermutu Di Perguruan Tinggi. *Makara Human Behavior Studies in Asia*, *9*(2), 66. https://doi.org/10.7454/mssh.v9i2.124

Astuti, N. D. (2020). Hello Parents Applications: Development of Web-Based School Administration System. *AL-ISHLAH: Jurnal Pendidikan*, *12*(1), 98–118. https://doi.org/10.35445/alishlah.v12i1.173

Buku Pedoman Akademik IKIP PGRI Pontianak. (2021). Pontianak: IKIP PGRI Pontianak.

Cahyadi, A., Suhairi, M., Rahmat, A., & Daryanto, Z. P. (2022). Peningkatan Mutu Tenaga Keolahragaan Guru Pendidikan Jasmani se-Kecamatan Segedong. *AMMA : Jurnal PengabdianMasyarakat*, *1*(4), 238–244.

Hariyadi;, & Sari. (2017). Identifikasi faktor-faktor yang mempengaruhi penyelesaian skripsi pada mahasiswa S1 psikologi di Kota Semarang. *Jurnal Penelitian Pendidikan*, *34*(2), 155–160.

Hermawan, A. (2022). *Identification of Obstacles To Completion of Studies for Pgsd*. *4*(2), 78–88.

Kurniawan, F., Mikkey, & Suganda, A. (2021). EFEKTIVITAS PENINGKATAN KEMAMPUAN SMASH MELALUI LATIHAN 20 KALI PUKULAN DAN 2 KALI 10 PUKULAN. In *Indonesian Journal of Physical Education and Sport Science IJPESS* (Vol. 1). Retrieved from http://journal.unucirebon.ac.id/index.php/ijpess

Lily Budiarjo. (1997). *Dosen dan Pemberian Tugas Mengajar di Perguruan Tinggi*. Jakarta: PAI-PPAI Universitas Terbuka.

Mendrofa;, & Laia; (2022). Analisis Hambatan Belajar Mahasiswa Pada Mata Kuliah Biostatistik. *Jurnal Ilmiah Kesehatan Masyarakat*, *1*(3), 373–384. https://doi.org/https://doi.org/10.55123/sehatmas.v1i3.672.

Panel;, Suhairi;, M., & Lauh;, W. D. A. (2022). Upaya Meningkatkan Hasil Belajar Shooting Sepak Bola Melalui Metode Bermain Pada Siswa Sekolah Menengah Pertama Negeri 3 Siding Kabupaten Bengkayang. *Journal Sport Academy*, *1*(1), 17–32. https://doi.org/https://doi.org/10.31571/jsa.v1i1.4

Pemerintah, P. (2005). *Standar Nansional Pendidikan*.

Rahmadi, I. F. (2017). Mengembangkan Pusat Sumber Belajar Di Perguruan Tinggi Berdasarkan Masalah Dan Kebutuhan Terbaru. *Perspektif Ilmu Pendidikan*, *31*(2), 90–96. https://doi.org/10.21009/pip.312.4

Ridwan. (2002). *Dasar-dasar Statistika*. Bandung: Alfabeta.

Robbins, S. P. T. Y. U. (1994). *Teori Organisasi, Struktur, Desain dan Aplikasi*. Jakarta: Arcan.

Roestiyah, N. (2001). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.

Rubiyatno, R., Rajidin, R., & Suganda, M. A. (2021). The Implementation Bounce Ball Games to Improve Students' Set Pass Ability. *Halaman Olahraga Nusantara (Jurnal Ilmu Keolahragaan)*, *4*(2), 318–325. https://doi.org/10.31851/HON.V4I2.5430

Selian, N. (2019). the Management of Pre School Towards Accreditation Standards. *AL-ISHLAH: Jurnal Pendidikan*, *11*(2), 197. https://doi.org/10.35445/alishlah.v11i2.150

Shah Valdes. (2012). Endovascular treatment of hemodialysis access pseudoaneurysms. *J Vasc Surg*, *55*(4), 1058–1062. https://doi.org/10.1016/j.jvs.2011.10.126

Sisdiknas, U. (n.d.). *UU Sisdiknas No 20 Tahun 2003 pasal 45 ayat 1*.

Suganda, M. A., & Suharjana, S. (2013). Pengembangan model pembelajaran bolavoli pada siswa sekolah dasar kelas atas. *Jurnal Keolahragaan*, *1*(2), 156–165. https://doi.org/10.21831/jk.v1i2.2571

Suhairi, M., & Dewi, U. (2021). *Variasi dan Kombinasi Teknik Dasar Permainan Bolavoli untuk Pegangan*

Guru dan Pelatih. Pontianak: Putra Pabayo Perkasa. https://doi.org/ISBN: 9786239538187

Wangid, N. (2013). Identifikasi Hambatan Struktural Dan Kultural Mahasiswa Dalam Menyelesaikan Tugas Akhir. *Jurnal Penelitian Ilmu Pendidikan*, *6*(2).

Zamuri;, M., Hardika, N., Qosim;, A., & Salahuddin; (2022). Survei Sarana dan Prasarana Olahraga di Sekolah Dasar Negeri. *Journal Sport Academy*, *1*(1), 1–9. https://doi.org/https://doi.org/10.31571/jsa.v1i1.5