

## **Survey of Student Interest in Physical Education Learning in Relation to the Availability of Facilities and Infrastructure at SMP Negeri 1 Surakarta**

**Puput Devi Safitri<sup>1</sup>, Gatot Jariono<sup>2</sup>, Nurhidayat<sup>3</sup>**

<sup>1,2,3</sup>Faculty of Teacher Training and Education, Muhammadiyah University Surakarta, Indonesia.

E-mail: [a810220066@student.ums.ac.id](mailto:a810220066@student.ums.ac.id)<sup>1</sup>

### **Abstract**

This study aims to analyze the factors influencing students' learning motivation in Physical Education, Sports, and Health (PESH / Pendidikan Jasmani, Olahraga, and Kesehatan – PJOK) at SMP Negeri 1 Surakarta. The examined factors include internal student factors, external factors in the form of teacher and peer support, and the availability of sports facilities and infrastructure. This study employed a descriptive quantitative approach with a survey design. The sample consisted of 89 students selected using simple random sampling from a total population of 958 students. Data were collected using a Likert-scale questionnaire and analyzed using descriptive percentage statistics. The results indicate that students' learning motivation is classified in the high category, with an average score of 77.36%. Internal factors contributed 78.51%, external factors 79.13%, and facilities and infrastructure 74.46%. These findings demonstrate that teacher and peer support are the dominant factors influencing students' learning motivation in PESH, despite limitations in sports facilities and infrastructure. This study highlights the importance of strengthening social support and instructional quality to sustain students' learning motivation in Physical Education.

Keywords: Learning Motivation; Internal Factors; External Factors; Facilities and Infrastructure; Physical Education.

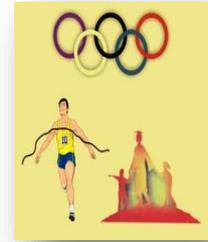
### **INTRODUCTION**

Education is a very important provision for human life because it plays a role in shaping the quality of human resources. Education is understood as a guidance process that aims to develop individual potential to become independent, creative, healthy individuals with physical and spiritual balance (Suta et al., 2021:19; I. W. Budiastawan & I. K. Sukarata Adnyana, 2023:84). Through education, individuals are prepared to become developers of life in the future so that they are not in a weak position. The main objective of education is to develop the spiritual potential, intelligence, and skills needed in society (Arianto et al., 2023:11; Samsuri et al., 2025:421). One of the key areas in achieving this balance is Physical Education, Sports, and Health (PJOK), especially at the junior high school level.

In the implementation of junior high school education, PJOK not only teaches physical skills but also instills fundamental values such as cooperation, discipline, and sportsmanship (Nugroho et al., 2025; Dinasti et al., 2025). However, the implementation of PJOK learning in the field is often hampered by major challenges, especially those related to limited supporting facilities and infrastructure.

The effectiveness of this learning process is highly dependent on supporting factors, namely facilities and infrastructure. Facilities refer to learning tools and media, while infrastructure includes physical infrastructure such as buildings and fields (Johnson, H., & Lee, 2023; Elfina et al., 2022). The availability of adequate facilities, such as standard fields, gyms, and complete equipment, is very important for students to participate in physical activities optimally (Garcia, L., & Martinez, 2023). The availability of these facilities not only supports technical aspects but also plays a major psychological role in increasing students' motivation and interest in learning.

Interest is a determining factor in educational success. Even individuals with high intelligence will find it difficult to achieve outstanding achievements without strong interest. Interest in learning is



reflected through active involvement, attention, and a deep desire to understand the material (Hidayat & Sariyani, 2025). Santrock emphasizes that a high interest in learning encourages students to be more active so that learning outcomes are maximized. Conversely, the recent significant decline in interest in physical education has become a serious problem, especially in schools with limited facilities.

This phenomenon is clearly observed at SMP Negeri 1 Surakarta. Based on preliminary observations, researchers noted that limited facilities and infrastructure have an impact on low student interest. This is evident from the apathetic and unenthusiastic attitude of students in participating in PJOK lessons. The availability of equipment such as soccer balls, gym mats, and multipurpose fields is still minimal. In practice, teachers often use plastic balls or volleyballs as substitutes for soccer balls, which results in the learning process being less effective and not meeting technical standards.

This phenomenon was clearly observed at SMP Negeri 1 Surakarta. Based on initial observations, researchers noted limitations in facilities and infrastructure that affected students' interest levels. This was evident in students' apathy and lack of enthusiasm in participating in PJOK lessons. The availability of equipment such as soccer balls, gym mats, and multipurpose fields was still minimal. In practice, teachers often use plastic balls or volleyballs as substitutes for soccer balls, which results in a less effective learning process that does not meet technical standards.

The urgency of this research is based on the fact that limited facilities not only disrupt the learning process but also have a long-term impact on students' participation in physical activities and motor skill development. The novelty of this research lies in its specific focus on SMP Negeri 1 Surakarta with a descriptive survey approach that integrates internal and external factors in detail, unlike previous studies that tended to only look at the linear relationship between facilities and motivation.

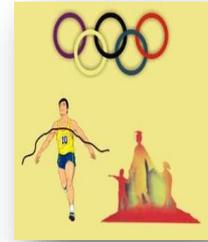
As an alternative solution, this study examines opportunities to increase the number and quality of sports equipment in accordance with national standards, periodic maintenance, the use of more appropriate modified equipment, and creative training for teachers to maximize available resources. It is hoped that through this evaluation, practical recommendations can be made to increase students' interest in learning PJOK through improvements in the quality of facilities and infrastructure at SMP Negeri 1 Surakarta.

## **METHOD**

This study uses a quantitative descriptive approach with a survey design. This approach was chosen to objectively describe the level of student interest in physical education, health, and sports (PJOK) learning in terms of the availability of facilities and infrastructure. This method involves the use of statistical procedures to measure variables and analyze phenomena in a measurable manner (jariono gatot, 2025). According to Saputro, a survey design is very suitable for describing perception trends in a population through systematic data collection, thereby enabling the accurate identification of patterns of relationships between variables. The research was conducted at SMP Negeri 1 Surakarta, located at Jl. MT Haryono No.4, Manahan, Surakarta City. The entire research process, from instrument development to data analysis, took place on December 26, 2025.

The population in this study included all 958 students at SMP Negeri 1 Surakarta. A sample of 89 students was taken using simple random sampling. The use of this simple random technique was based on the assumption that the population members were homogeneous in terms of their acceptance of the PJOK curriculum, so that each student had an equal chance of being selected to minimize research (Wahab & Junaedi, 2022). Thus, the data obtained was expected to represent the actual conditions comprehensively and accurately.

The research variables consist of dependent variables, namely student learning interest, and independent variables in the form of the availability of facilities and infrastructure. Learning interest is operationally defined as students' tendency to pay attention and be motivated in



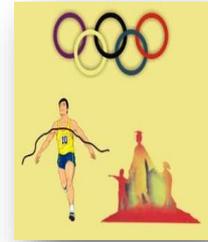
participating in PJOK lessons, which is measured through internal and external indicators. Meanwhile, the availability of facilities and infrastructure is defined as the physical condition of learning support facilities in terms of completeness, quality, and accessibility (Roflin et al., 2021). The main instrument used was a closed-ended questionnaire based on a five-point Likert scale, ranging from Strongly Agree to Strongly Disagree. This instrument consisted of 21 statements divided into 8 internal indicator questions, 7 external indicator questions, and 6 questions related to the condition of facilities and infrastructure. In addition to the questionnaire, observation and documentation techniques were used as supporting instruments to validate the actual conditions of the facilities in the field. The statements in the questionnaire were developed based on indicators of student interest in physical education learning in terms of the availability of facilities and infrastructure at SMP Negeri 1 Surakarta.

Tabel 1. Questionnaire items

No	Variabel	Factor	Indckator	Question Number	Number of Questions	
1	Student Interest in Learning (Y)	Internal	Interest	1, 2, and 3	3	
				Physical health	4, 5, and 6	3
				Discipline	7 and 8	2
		Eksternal	Teacher and peer support	9, 10, and 11	3	
			School & Environment Awareness	12 and 13	2	
			Appropriateness & Variety of Materials	14 and 15	2	
2	Availability of Facilities and Infrastructure (X)	Availability	Sports Equipment & Supplies	16, 17, and 18	3	
				Condition, Suitability, & Supporting Facilities	19, 20, and 21	3
				Number	1 to 21	21

This technique was chosen because it is able to provide a detailed picture of the level of student interest in learning based on questionnaire scores. The analysis was carried out through frequency calculations, percentages, mean values, and data distribution, which aimed to obtain a comprehensive understanding of the condition of student interest in learning PJOK and to identify patterns or trends that emerged from the research results. The results of the analysis were then categorized to determine whether students' interest in learning fell into the high, medium, or low classification.

The findings of this study were used as a basis for formulating practical recommendations to improve the quality of PJOK learning at SMP Negeri 1 Surakarta. In data processing, each statement item on the questionnaire was categorized based on a five-point Likert scale: Strongly Agree (SS) with a score of 5, Agree (S) with a score of 4, Neutral (N) with a score of 3, Disagree (TS) with a score of 2, and Strongly Disagree (STS) with a score of 1. The use of this scale allows for quantitative measurement of student perceptions, thereby obtaining objective and measurable data.



Furthermore, to calculate the proportion or relative frequency of students' interest in learning and their perceptions of facilities and infrastructure, the following percentage formula was used:

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

P : Percentage

F : Number of samples selected

N : Number of samples (Respondents)

(Sukardi, 2021).

To interpret students' level of interest in learning based on the scores obtained, the data was grouped into five categories, namely: Very High, High, Medium, Low, and Very Low. This grouping was done by comparing the actual score (X) with the mean (M) and standard deviation (SD) using the following categorization norms:

Tabel 2. Category formula based on mean and standard deviation

No	Formula	Category
1.	$(M + 1,5SD) \leq X$	Very High
2.	$(M + 0,5 SD) \leq X < (M + 1,5 SD)$	High
3.	$(M - 0,5 SD) \leq X < (M + 0,5 SD)$	Medium
4.	$(M - 1,5 SD) \leq X < (M - 1,5 SD)$	Low
5.	$X < (M - 1,5 SD)$	Very Low

Explanation:

X : Score

M : Mean

SD: Standard Deviation

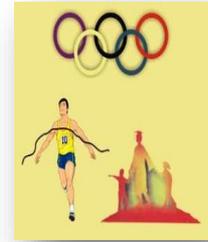
Through this method, all data obtained can be analyzed systematically and measurably, so that the research results can objectively describe students' interest in physical education. These results are expected to be used as a basis for decision-making and policy formulation related to improving the quality of physical education through the optimization of facilities and infrastructure at SMP Negeri 1 Surakarta.

## RESULTS AND DISCUSSION

### Research Results

To obtain a comprehensive picture of the level of student interest in learning PJOK at SMP Negeri 1 Surakarta, the researcher compiled and distributed an instrument in the form of a questionnaire consisting of 21 statements. Each statement was compiled based on specific indicators that reflect aspects of learning interest and perceptions of infrastructure. The questions were systematically grouped into three main factors covering eight indicators.

Internal factors were represented by indicators of achievement motivation (items 1-3), physical health and talent (items 4-6), and discipline (items 7-8). External factors include teacher support (items 9-11), school environment support (items 12-13), and material variety (items 14-15). Meanwhile, the availability of facilities and infrastructure factor is represented by the indicators of equipment completeness (items 16-18) and facility conditions and suitability (items 19-21). After all the data was



collected, the researcher analyzed each questionnaire item and grouped the results to obtain an in-depth understanding, which is presented in the following table.

Tabel 3. Questionnaire results on motivation based on internal factors

Question Number	Number of Scores	Maximum Scor	Percentage	Description
1	406	445	91,24%	Very High
2	356	445	80,00%	High
3	328	445	73,71%	High
4	312	445	70,11%	Tinggi
5	365	445	82,02%	Very High
6	362	445	81,35%	Very High
7	333	445	74,83%	High
8	333	445	74,83%	High
Average	349,4	445	78,51%	High

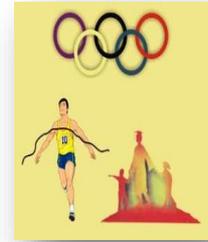
Based on the analysis of the research data, students' interest in learning, as viewed from internal factors, shows very positive results, with a score of 78.51%. This figure places student learning interest in the High category. This finding proves that the drive to learn that comes from within students has a dominant influence in the educational process. This internal factor is formed through the synergy between interest in the subject matter, supportive physical health conditions, and a disciplined attitude that students apply independently in their academic activities.

Interest is the main driving force that makes students feel happy and actively involved without coercion, so that even difficult material is easier to accept. This is optimally supported by excellent physical health; a fit body allows students to have stable energy and concentration during class hours. In addition, strong internal discipline is reflected in students' compliance in managing their study time and responsibility in completing tasks, which ultimately strengthens their interest in continuing to achieve the best results.

Students who have a combination of great interest, physical health, and high discipline tend to show consistent enthusiasm for learning and are more resistant to learning obstacles. This internal awareness makes students no longer view learning as a burden, but rather as a necessity for self-development. Thus, the results of this study confirm that strengthening the personal aspects of students is a crucial key in creating active, productive, and achievement-oriented learners.

Tabel 4. Questionnaire results on motivation based on external factors

Question Number	Number of Scores	Maximum Score	Percentage	Description
9	372	445	83,60%	Very High
10	380	445	85,39%	Very High
11	352	445	79,10%	High
12	344	445	77,30%	High
13	332	445	74,61%	High
14	267	445	60,00%	Very High
15	368	445	82,70%	High
Average	352,1	445	79,13%	High



Based on the results of the research data processing, student learning interest as viewed from external factors (including teacher and peer support, the influence of the school environment, and the relevance and diversity of the material) showed excellent results with an average score of 79.13%. This percentage classifies the influence of the external environment on students' interest in learning as High. This finding indicates that stimuli originating from outside the individual play a vital role in maintaining students' enthusiasm while participating in the PJOK curriculum.

These external factors are built through harmonious collaboration between inspiring instructional guidance from teachers, a supportive social atmosphere at school, and the presentation of teaching materials that are varied and relevant to students' needs. The synergy between educators and peers is an important catalyst; this social motivation makes students feel emotionally supported, so they are more courageous to experiment in various physical activities on the field.

A conducive school environment also contributes significantly to the stability of students' interest. When school facilities and culture are in line with the spirit of sports, students tend to feel more comfortable and facilitated to explore their potential. In addition, the variety of material is key to maintaining students' curiosity so that they do not become bored, which ultimately strengthens their interest in each learning session.

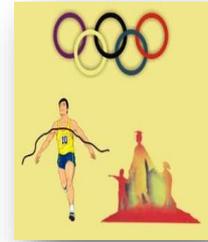
Students surrounded by a positive educational ecosystem tend to show more consistent active involvement. A strong external environment can transform the physical challenges in PJOK learning into enjoyable and meaningful experiences. Thus, the results of this study confirm that in addition to internal factors, the creation of ideal external conditions is a strategic pillar in building sustainable learning enthusiasm oriented towards improving the quality of physical education.

Tabel 5. Results of the questionnaire on the availability of facilities and infrastructure

Question Number	Number of Scores	Maximum Score	Percentage	Description
16	359	445	80,67%	Very High
17	243	445	54,61%	Low
18	385	445	86,52%	Very High
19	352	445	79,10%	High
20	268	445	60,22%	Low
21	381	445	85,62%	Very High
Average	331,3	445	74,46%	High

Based on the results of the research data analysis, the dimensions of facilities and infrastructure, including sports equipment and facilities, as well as the condition and supporting facilities, including the aspect of completeness, contributed significantly with an average score of 74.46%. This achievement positions students' perceptions of the availability of learning facilities in the High category. These results reflect that the availability of adequate supporting facilities at SMP Negeri 1 Surakarta is a crucial physical foundation in stimulating students' interest in learning PJOK subjects.

This facility factor is realized through the correlation between the availability of various sports equipment and the condition of representative field infrastructure. The completeness of equipment is a major stimulating factor; when students have easy access to the necessary equipment, barriers to practicing sports can be minimized so that the learning process runs more smoothly. Good infrastructure support, such as proper fields and adequate changing rooms, creates a sense of security and comfort for students to move actively without worry.



Maintained facility quality also plays a role in boosting students' confidence when practicing certain sports techniques. Adequate facilities do not merely serve as tools, but as a medium that changes students' perceptions of sports from mere physical activity to a professional and modern learning experience. Although there are fluctuations in some items that indicate the need for routine maintenance, in general, the availability of these facilities has been able to meet students' expectations.

Students who learn in an environment with adequate facilities tend to have more stable motivation and higher enthusiasm for practice. The existence of quality infrastructure can convert limitations into opportunities for students to explore their talents. Therefore, the findings of this study emphasize that investment and optimization of school facilities and infrastructure are vital instruments in maintaining interest in learning and ensuring the creation of effective and competitive PJOK learning quality.

## Discussion

This study aims to identify the variables that influence the learning interest of students at SMP Negeri 1 Surakarta in PJOK subjects at SMP Negeri 1 Surakarta. Based on the data results, it was found that learning interest is not formed by a single factor, but rather through the interaction of three main factors, namely internal factors (78.51%), external factors (79.13%), and infrastructure (74.46%). Cumulatively, the average learning interest was 77.36% (High Category). This achievement explains that student enthusiasm is a synergistic product of personal readiness, environment, and facility support.

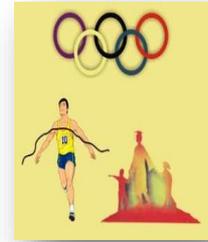
One of the most dominant aspects is the internal factor (78.51%), which explains why students show resilience and persistence in energy-consuming physical activities. This finding proves that students have intrinsic awareness that they view sports not as a curriculum burden, but as an instrument for self-development and health. These results reinforce the study. According to Indarto, who emphasizes that the compatibility of interests and talents is the main foundation of sports behavior. At SMP Negeri 1 Surakarta, this internal drive acts as a “transformative energy” that maintains the stability of student involvement on the field.

This inner strength of students is further enhanced by external factors (79.13%), where the role of teachers is key (85.39%). This very high figure proves that the ability of teachers to create an inspiring learning atmosphere is crucial to the quality of lessons. However, the reality in the field in question number 14 shows a score of 60.00% (Moderate) related to material variation. This explains why boredom still often arises with monotonous teaching methods, which risk making students less interested if not immediately accompanied by a more varied type of sport or training method. This finding is in line with the theory that teacher creativity in teaching is key to maintaining student enthusiasm.

In terms of facilities and infrastructure (74.46%), although generally considered good, a striking finding was found in question number 17, which recorded the lowest score (54.61% / Low). This finding answers the question of why students' enthusiasm sometimes fluctuates; the lack of certain sports equipment (such as mats or balls) is a real obstacle that is directly felt by students, similar to the problem found by Putri Nabila (2025).

However, interestingly, even though the value of these facilities is the lowest compared to other factors, the overall enthusiasm for learning among students remains high. This can be explained by a theory: at SMP Negeri 1 Surakarta, the lack of sports equipment is compensated for by the tremendous support from teachers and the excellent relationships between classmates.

This fact also positions the results of this study above the findings (Sufadli, 2020) dan (Nur Warthadh, Anugrah & Perdana, 2023) which recorded lower percentages of facilities in other schools. The novelty of this study confirms that in a competitive educational ecosystem, the quality of social relationships and student independence can compensate for gaps in infrastructure limitations. Comprehensively, these results emphasize that maintaining the quality of PJOK requires a balance between the modernization of physical facilities and the maintenance of psychological-pedagogical



aspects. Optimization of aspects that are still at a low and moderate level is a strategic step so that high learning interest can be transformed into more systematic and sustainable sports achievements.

## CONCLUSION

Based on the researchers' findings, it can be concluded that students' interest in learning PJOK at SMP Negeri 1 Surakarta was formed due to the strong cooperation between the students' intentions, the school environment, and the availability of sports equipment. Overall, the students' enthusiasm for learning was in the High category with a combined average score of 77.36%. This shows that the sports learning environment at this school is running well and effectively. The main finding of this study confirms that even though sports equipment has the lowest value (74.46%) compared to the influence of teachers and friends (79.13%) and students' personal intentions (78.51%), students' enthusiasm is still maintained. This is due to the teachers' excellent teaching methods that inspire enthusiasm and the support from classmates. This fact proves that good interpersonal relationships can compensate for the lack of sports facilities on the field.

However, the results of the study also provide important notes regarding the ups and downs of student enthusiasm caused by the lack of certain practice equipment (score of 54.61%) and teaching methods that lack variety (score of 60.00%). Therefore, in order to maintain the quality of PJOK lessons in the future, schools need to improve sports equipment and teachers must be more creative in providing more varied training methods. The essence of these findings emphasizes the importance of improving physical facilities while maintaining students' mental enthusiasm. As a next step, it is recommended that schools implement policies that focus more on providing standard sports equipment and training for teachers so that they can teach in new and more exciting ways. That way, students' interest in learning will not only stop at diligently exercising, but can be increased to achieve proud and sustainable sporting achievements.

## REFERENCE

- Arianto, Nur Suaib, Y. M. (2023). *Vol. 05 No. 02 Tahun 2023 Musamus Journal of Physical Education and Sport (MJPES)*. 05(02), 10–18. <https://doi.org/10.35724/mjpes.v5i02.5170>
- Dinasti, R. S., Pamungkas, P. T., Siti, A., Maryam, N., Romadhan, I. F., & Supriyadi, T. (n.d.). *ISLAM PADA PENDIDIKAN JASMANI DI SEKOLAH*.
- Elfina, E., Education, V. T., Padang, U. N., Departement, E., Padang, U. N., & Padang, U. N. (2022). *The Importance of Facilities and Infrastructure Management in*. 12(2), 1971–1975.
- Garcia, L., & Martinez, R. (2023). *Impact of Educational Facilities on Student Learning Outcomes*. "
- Hidayat, T., & Sariani, N. (2025). Analisis Faktor yang Mempengaruhi Minat Belajar Siswa Kelas XI IPS pada Mata Pelajaran Geografi di SMANegeri 1 Rasau Jaya. *Jurnal Pendidikan Dan Pengajaran*, 3(2), 203–215. <https://doi.org/10.54832/jupe2.v3i2.552>
- I. W. Budiastawan, & I. K. Sukarata Adnyana. (2023). Ketersediaan Sarana dan Prasarana Penunjang Pembelajaran Pendidikan Jasmani, Olahraga, dan Kesehatan Tingkat SMA dan SMK. *Jurnal Ilmu Keolahragaan Undiksha*, 11(1), 84–88. <https://doi.org/10.23887/jiku.v11i1.56292>



- Indarto, P., Subekti, N., & Sudarmanto, E. (2018). Pengukuran Tingkat Minat dengan Bakat Mahasiswa Pendidikan Olahraga Universitas Muhammadiyah Surakarta. *JSES: Journal of Sport and Exercise Science*, 1(2), 57. <https://doi.org/10.26740/jses.v1n2.p57-61>
- jariono gatot, et al. (2025). *metode penelitian pendidikan jasmani dan olahraga*.
- Johnson, H., & Lee, M. (2023). *Factors Influencing Teacher Creativity in Education. International Journal of Teacher Education and Professional Development*.
- Nugroho, H., Dimiyati, & Wibowo, Y. A. (2025). Studi Motivasi Guru PJOK dalam Menjalankan Pembelajaran Jasmani di Kecamatan Kalikotes Klaten Pendahuluan. *Jurnal Porkes*, 8(2), 884–896. <https://doi.org/10.29408/porkes.v8i2.30340>
- Nur Warthadh,' Anugrah & Perdana, K. R. (2023). *SURVEI SARANA DAN PRASARANA PEMBELAJARAN PENDIDIKAN JASMANI OLAHRAGA DAN KESEHATAN DI SMP MUHAMMADIYAH 1 SURAKARTA*. 167–186.
- Roflin, E., Liberty, I., & Pariyana. (2021). Populasi, Sampel, Variabel dalam Penelitian Kedokteran. In *Hukum Perumahan*.
- Samsuri, F. H., Hidayat, R., Saman, S., Riswanto, A. H., & Jalil, R. (2025). Pengaruh Sarana & Prasarana Mata Pelajaran Pendidikan Jasmani Terhadap Minat Belajar Siswa. *Jurnal Porkes*, 8(1), 420–433. <https://doi.org/10.29408/porkes.v8i1.27547>
- Sufadli, I. (2020). Survei Sarana Prasarana Dan Minat Siswa Dalam Pembelajaran Pendidikan Jasmani Di SMPN 30 Makassar. *Jurnal Ilmu KeolahragaanFakultas Ilmu Keolahragaan, Universitas Negeri Makassar*, 20(1), 2–13.
- Suta, K., Jaya, K., Kanca, I. N., & Semarayasa, I. K. (2021). *Survei Ketersediaan Guru , Sarana dan Prasarana Penunjang Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan*. 3, 18–25.
- Wahab, A., & Junaedi. (2022). *Jurnal Pendidikan dan Teknologi Kesehatan. Jurnal Pendidikan Dan Teknologi Kesehatan Sampling*, 5(1), 42–49. <https://www.ejournal.stikesbbmajene.ac.id/index.php/jptk/article/download/33/23%0A>

#### ACKNOWLEDGMENTS

The researchers express their gratitude to God Almighty for His blessings, which enabled this research to be completed successfully. The researchers realize that the success of this work is inseparable from the support of various parties who have devoted their time and energy. The researcher would like to express sincere gratitude to the Principal of SMP Negeri 1 Surakarta for the permission and facilities provided during the data collection process, as well as to the PJOK teachers who have provided guidance and extraordinary cooperation in the field. The researcher would also like to express his highest appreciation to all students of SMP Negeri 1 Surakarta who participated as respondents with honesty and enthusiasm. Last but not least, the researcher would like to thank the supervising lecturer for the valuable guidance, as well as family and colleagues who have continuously offered prayers and moral support. May the kindness of all parties be rewarded abundantly, and may this research contribute to the advancement of physical education in Indonesia.