



## Analysis of Overhead Passing in Volleyball in Physical Education and Health at Free Methodist 2 Private Vocational School, Medan

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### Abstract.

#### Background

The learning system began to change from online learning to a more hands-on learning system in July 2025. This impacted the learning process, particularly in Physical Education (PJOK) subjects, which often involve movement activities, such as volleyball.

#### Objectives

This study aims to determine how volleyball game material is delivered in PJOK learning at the Free Methodist 2 Private Vocational School, Medan.

#### Methods

This research used a qualitative approach with a phenomenological approach. Participants in this study consisted of 1 physical education teacher, 1 principal, and 8 eighth-grade students. The techniques used in data collection were interviews, observation, and documentation. Data were analyzed through data reduction, data display, and conclusion drawing. Data validity was tested using source triangulation.

#### Results

The results of the study show that the delivery of volleyball game material in PJOK learning at the Free Methodist 2 Private Vocational School in Medan has been going quite well, seen from the average learning success indicator which has reached the minimum competency criteria (KKM), but there are still several obstacles.

#### Conclusion

The methods and strategies of the PJOK teacher greatly influence the continuity of the learning process, especially for material that involves a lot of practice, such as volleyball games.

**Keywords:** Analysis, Overhead Passing, Volleyball.

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## INTRODUCTION

Education has the power to elevate human dignity and propel nations forward. Everyone benefits from education, which is a continuous process that helps them maintain and improve their quality of life and grow individually. Everyone has access to early education through family, community, and school. Human development is supported and interaction with the environment is enabled in educational settings. In formal education programs, physical education, sports, and health (PJOK) is a crucial element. By enhancing the psychomotor domain and focusing on cognitive and emotional growth, PJOK achieves various educational goals. Children benefit greatly from PJOK due to their unique characteristics (Mashud, 2018: 78). To achieve the goals of physical education, the way sports are taught needs to be carefully considered. According to Ahmad Jayul and Edi Irwanto (2020: 190), learning in physical education requires the application of appropriate approaches, strategies, and learning models.

A thorough knowledge of the basic techniques, strategies, and rules of volleyball and how they can be applied to improve students' skills and intelligence is necessary for analyzing volleyball matches in physical education classes. Basic Techniques: Passing to control the ball and develop an attack; Overhand (set) and underhand (bump) passes are fundamental skills; Underhand, overhand, and jump serves can be used to initiate service play and score points; Smashing, also called attacking, is a way to slam the ball into the opponent's court; Blocking, also called defending, is a tactic used to stop an opponent's attack; Rules and strategies; The meeting point is after every serve, not just when a team serves; Volleyball points are scored using these scoring methods, and players must play well in various roles, including setter, hitter, and blocker, to win. One must be aware of the rules, which include player rotation, number of touches, and fouls, to play successfully and fairly.

Applications in Physical Education Learning can utilize a part-and-whole approach, which requires teaching fundamental skills component by component before integrating them into a game (the whole). By

using learning media, such as films, images, and simulations, students can gain a deeper understanding of techniques and strategies. Regular Practice: Regular practice, along with other types of training, will help students' skills and understanding. Continuous evaluation can also provide information on student progress and offer constructive feedback to teachers. The development of a strong and competent national character relies heavily on physical education and recreation, or physical education, which must promote independence. Education cannot exist without physical education. Physical education is a compulsory subject in the curriculum taught in elementary through high school. Essentially, Physical Education is a process of interaction between students and their environment facilitated by organized physical exercise and aimed at developing the whole person.

Physical education, sports, and health are taught at the Free Methodist 2 Private Vocational School in Medan, particularly in volleyball overhead passing. Based on observations, students still encounter obstacles in the physical education program established by the Free Methodist 2 Private Vocational School in Medan. Students experience obstacles in the cognitive, mood, and psychomotor aspects. Researchers found that many students still experience obstacles in volleyball overhead passing, thus indicating deficiencies in their abilities and skills. These deficiencies include initial movements or preparation positions, throwing positions, and follow-up movements. In addition, cooperation and active involvement of each student in learning activities are still lacking. Furthermore, data shows that students at the Free Methodist 2 Private Vocational School in Medan still have low scores in volleyball, especially in overhead passing, and many students still do not meet the Minimum Completion Criteria (KKM) set by the school. Of the 32 students, only 19 met the Minimum Competency (KKM) standard, meaning only 59.375% of students successfully met the KKM or learning material provided, with an average score of 77.19 for cognitive skills. With average scores of 71.59 and 73.13, only 17 students (53.12%) and 10 students (31.25%) achieved the KKM for conventional (one-way) psychomotor and emotional skills.

This raises questions about whether the school set the KKM benchmark too high or whether less-than-ideal learning outcomes for both teachers and students impacted students' grades. Thus, various circumstances contribute to students' lack of attention during non-overhead pass learning. One such factor is internal factors, where students still do not understand the steps in the material and the practice of overhead passing taught by the teacher. Furthermore, the overhead pass exercises were not in accordance with the textbook or basic volleyball techniques, and during the learning process, students often performed them carelessly. This could have been prevented if students actively practiced correctly and always paid attention to the teacher's explanations about overhead passes. However, the teacher's teaching method was an external factor. The instructor only provided essential information by explaining the form of the game, without demonstrating the appropriate movements or improving students' skills in playing volleyball.

Developing a successful and efficient playing style requires mastery of the overhead pass technique. By accurately passing the ball to the setter, who then passes it to the attacker, a player with strong overhead pass skills can help the team create a coordinated attack and keep the game moving at a steady pace. On the other hand, a mishandled overhead pass can result in the loss of possession and give the other team the opportunity to launch a quick counterattack, often causing the team to lose momentum and strategy (Santoso, 2020). When evaluating volleyball skills at the student level, overhead pass ability is crucial because even small errors can significantly impact the outcome of a match, especially in interschool competitions where players must be highly accurate and consistent. However, children's overhead pass skills often need to be strengthened, especially in schools with adequate sports facilities and training.

According to preliminary assessments, some students at SMK Swasta Free Methodist 2 Medan still struggle to execute overhead passes effectively. Because the ball often misses its target or is too easy for opponents to read, some students appear to lack the strength and accuracy necessary for overhead passes, which reduces the overall quality of play. This aligns with the findings of Rahman (2021), who highlighted the importance of school support in offering ongoing training programs and the impact of unstructured training and low learning intensity on students' fundamental volleyball skills. Regular practice, coaching from experienced coaches, and regular skill assessments are crucial elements that can impact students' ability to execute overhead passes more effectively. According to the researchers, students continue to perform poorly in overhead pass technique and simply execute dangerous movements without considering factors such as follow-through, execution, or preparation.

SMK Free Methodist 2 Medan is a private vocational school with minimal instructional resources. To be effective, physical education teachers must adapt their teaching methods and choose the most effective learning strategies. This is especially important for practice-based resources, such as those used in volleyball matches. The author is interested in how physical education instructors will present volleyball material.

## METHOD

### Research Design

This study uses a qualitative descriptive approach with a phenomenological method. Qualitative research involves a fairly complex process. This is because the research chosen to be conducted qualitatively has the characteristic of research that aims to explore and describe the experiences of individuals involved in an event. Therefore, a technique is needed to analyze the qualitative data collected by the researcher in order to obtain answers that align with the existing problem formulation. Qualitative research aims to explore in depth what occurs in an event from the perspective of the participants, so interview recordings and transcripts are like a research treasure trove that needs to be explored more deeply.

### Participant

The sources in this study were the physical education (PJOK) teachers, the principal, and students at the Free Methodist 2 Private Vocational School in Medan. In this study, the researcher directly collected data without any intermediaries, by exploring original sources directly through the respondents. This study focused on data collection through interviews and direct field observations regarding the delivery of volleyball material in PJOK learning at the Free Methodist 2 Private Vocational School in Medan.

### Data Analysis

Data analysis in this qualitative study began when the author chose the focus of the study. Data analysis was conducted during and after data collection. The author used an interactive model of data analysis, with elements of data reduction, data presentation, and conclusion drawing. Miles and Huberman (1992) state that analysis components are divided into three: data reduction, data presentation, and conclusion drawing.

## RESULTS AND DISCUSSION

### Results

This study aims to analyze the implementation of the overhead pass technique in volleyball during physical education (PJOK) lessons at the Free Methodist 2 Private Vocational School in Medan. A qualitative approach was used, using observation, interviews, and documentation as data collection instruments. Observations during the learning process revealed that the implementation of the overhead pass was still suboptimal. Most students were unable to correctly apply the basic technique, including inappropriate hand position, lack of hand-eye coordination, and unstable body position during the overhead pass. This indicates that students do not fully understand the basic principles of the overhead pass movement. Interviews with the Physical Education (PJOK) teachers revealed that limited learning time and a lack of facilities and infrastructure were the main obstacles to mastering the overhead pass technique. Teachers also reported that students' motivation for participating in volleyball lessons varied, which also impacted the results of basic technique training.

From the collected documentation, it is apparent that the lesson plan (RPP) includes training in the overhead passing technique. However, implementation in the field has not been optimal due to limited practice time allocation and the large number of students in one class, resulting in a lack of time for individual technical coaching. Overall, the results of this study indicate that the quality of mastery of the overhead passing technique in volleyball learning at SMK Swasta Free Methodist 2 Medan still needs to be improved. A more varied and intensive learning approach is needed, such as the use of drill methods, small games, and providing direct feedback to correct students' technical errors.

### Discussion

Analysis of Volleyball Game Material Delivery in Physical Education Learning at Free Methodist 2 Private Vocational School, Medan. Analysis is an effort in investigation to observe, discover, understand, classify, and interpret existing phenomena (Y. Astutik and L. Kurniawan, 2015). The delivery of learning material is the delivery of information from teachers to students with a specific learning approach or method so that students can receive or understand the information provided by the teacher well. Teachers and students must be able to adapt to a learning system that is different from the usual. The learning system, which began to be implemented in July 2025, has become a concern for the world of education, especially the Physical Education subject, which is synonymous with skills or practices such as volleyball material. Physical Education teachers must be able to adapt and determine the appropriate method or delivery of volleyball material for effective learning. The learning process of Physical Education volleyball material at

Free Methodist 2 Private Vocational School, Medan has been running better. Face-to-face learning is one of the supporting factors for the effectiveness of learning at Free Methodist 2 Private Vocational School, Medan.

#### **a. Learning Methods and Strategies. Physical Education Volleyball Game Material**

Adjustments are needed to the implementation of the learning system, especially in physical education (PJOK) lessons, which are synonymous with movement activities such as volleyball, which teach various basic techniques. Therefore, selecting learning methods is necessary to ensure effective learning and using appropriate teacher delivery strategies to maximize the limited time available for face-to-face learning.

Trianto (2010) states that a learning method is a plan or pattern used by teachers as a guideline in designing classroom or tutorial lessons. Therefore, the more appropriate the method used by teachers in teaching, the more effectively the learning objectives are expected to be achieved. Numerous learning methods can be applied to each lesson. Therefore, the choice of method can be tailored to the situation and conditions, especially in learning... Based on observations and interviews by researchers, physical education teachers at the Free Methodist 2 Private Vocational School in Medan deliver volleyball material using demonstration and assignment methods.

The demonstration method is a teaching method that presents elements, events, rules, and sequences of activities that are relevant to the topic or material presented, either directly or through the use of learning media (Situmorang H and Manihar, 2013:28). The advantages of the demonstration method include students' attention can be focused on things that are considered important by the teacher, so that important things can be observed as needed and not focused on other things, can reduce errors compared to just reading. because students get a bigger picture from the results of their observations, several problems that raise questions for students can be answered during the observation of the demonstration process, forming a clear understanding of the students about the course of a process or an object, facilitating various types of explanations and errors that occur. Presentation results can be improved by observing specific examples (Silitonga and Situmorang, 2009)

The assignment method is a method of giving students tasks to measure or facilitate their acquisition or improvement of knowledge. The purpose of the assignment method is to expand on the knowledge provided before or during the learning process and to serve as a helpful assessment during the learning process (Jeprianto, Ubabuddin & Herwani, 2021:17). The demonstration and assignment methods used by physical education teachers in volleyball lessons at SMK Swasta Free Methodist 2 Medan are quite good considering the limited learning time allocated.

#### **b. Physical Education Learning Facilities for Volleyball Lessons**

Facilities and infrastructure are facilities to support the achievement of educational goals. Facilities and infrastructure management is the entire process of planning the acquisition, utilization, and supervision of facilities and infrastructure used to achieve educational goals can be achieved efficiently and effectively (Rohiat, 2010). Sports facilities and infrastructure are supporting power consisting of all types of buildings/non-buildings used for sports equipment. Sports facilities are something used during physical education learning that is light and easy to carry anywhere such as nets, balls, bats, javelins and others. Sports infrastructure is something used to support sports activities that are semi-permanent or can be moved such as: vaulting boxes, mats, ping pong tables, high jump poles, goalposts, parallel bars and others (Irawan R. 2017:92).

Arsyad (2015) argues that the benefits of facilities and infrastructure are as follows: 1) The use of learning facilities clarifies messages and information to facilitate and improve the learning process and results, 2) Increases and attracts children's attention, which can lead to learning motivation, direct interaction between students and the environment also allows students to learn independently according to their abilities and interests, and 3) students gain experience about what is happening in their environment and allows for direct interaction with teachers, the community and their environment, for example in field trips and so on.

Based on interviews with the principal and physical education (PJOK) teachers at SMK Swasta Free Methodist 2 Medan, it was found that the school's facilities and infrastructure for volleyball instruction include a multipurpose court and volleyball courts. Although lessons are already being conducted with modified games, learning would be more effective if the school provided a volleyball court and net for effective and optimal learning. With the facilities provided by SMK Swasta Free Methodist 2 Medan in teaching volleyball, the PJOK teachers continue to maximize the facilities and infrastructure by modifying their teaching.

#### **c. Level of Student Understanding of Volleyball Learning Materials**

Every individual is unique. These differences differentiate one individual from another. These individual differences can influence students' understanding of the material presented by the teacher.

Understanding is an individual's ability to absorb the meaning of the material being studied and to re-explain it in different words (Silviana D & Mardiani D. 2021:293). Sometimes, during the learning process, a teacher feels he or she has done his or her best to convey the material, but the student's response is relatively passive. Conversely, students can also respond actively. Essentially, a teacher's role in the teaching and learning process is to create an effective learning atmosphere and environment so that learning aligns with expectations and students easily understand the material presented by the teacher.

Based on the data analysis obtained, the researcher indicated that the factors influencing student differences in understanding volleyball material in Physical Education (PJOK) learning are:

- 1) Differences in Intelligence Levels: A person's comprehension ability is related to the student's level of mastery of the material presented by the teacher. Each student has different cognitive abilities in receiving and understanding material from the teacher. Different levels of intelligence between students will affect their ability to understand and absorb the material. This is especially true for Physical Education (PJOK) learning materials, as it is a subject that predominantly involves movement activities, such as volleyball. During learning, movement activities can begin to be implemented a little.
- 2) Differences in Learning Readiness: Learning readiness is the state in which students are ready to receive the material presented by a teacher. Differences in learning readiness in learning lead to individual differences in the learning process, especially in PJOK lessons. Students who are ready to learn are certainly more easily able to receive and understand the material presented by the teacher compared to students who are not yet prepared in the learning process. The learning system makes it easier for PJOK teachers to directly monitor students and make students more focused on learning.
- 3) Differences in student learning interests in Physical Education (PJOK). During a learning process, student interest in the subject being taught can influence learning outcomes and the learning process. For example, during PJOK learning, students who enjoy physical activity will be enthusiastic and enjoy the learning process, while students who dislike physical activity will be less interested in learning PJOK.

Addressing differences in individual understanding in the PJOK learning process for volleyball at Free Methodist 2 Private Vocational School, Medan, involves hands-on learning. Teachers can monitor students' progress during the learning process and create a conducive learning atmosphere because it is implemented directly with students.

#### **d. Indicators of Success of Learning Objectives**

Learning objective success indicators serve as benchmarks in the learning process to determine whether learning has progressed according to the predetermined indicators. Indicators are essential for each participant in an activity to determine the extent to which their activities have developed or changed. Indicators are necessary for all participants in an activity to determine the extent to which their activities have developed or changed (Endaryono B T. 2017:303). If the average success indicator has been achieved by students, it can be concluded that the learning process has been quite effective. Based on interviews with physical education teachers and evaluation results, the majority of students have achieved the Minimum Competency (KKM) score.

#### **e. Main Research Findings**

The research conducted includes the following main findings:

- 1) In delivering volleyball material in the Physical Education (PJOK) learning process, the teacher uses demonstration and assignment methods.
- 2) The media and infrastructure used by the PJOK teacher in teaching volleyball include video media, volleyballs, and a multipurpose court.
- 3) The introduction of face-to-face learning makes it easier for the teacher to monitor students during the volleyball learning process.
- 4) The introduction of face-to-face learning makes students active and enthusiastic in learning volleyball.
- 5) Limited time during learning is an obstacle for the PJOK teacher in delivering volleyball material.
- 6) Most students have achieved the Minimum Completion (KKM) in the PJOK learning process for volleyball.

## **CONCLUSION**

Based on the results of research conducted at SMK Swasta Free Methodist 2 Medan, it was found that the PJOK teacher of SMK Swasta Free Methodist 2 Medan had implemented the volleyball learning process quite well, but there were still some obstacles in the delivery. The PJOK learning system for volleyball

material creates hope for a more realistic learning process. When the teacher delivered volleyball material using the learning system, students were enthusiastic and active in participating in the learning. The achievement of students in the learning success indicators, most of them had met the indicators that had been made by the PJOK teacher. However, in the delivery of volleyball material, there were still several obstacles such as infrastructure that needed to be updated for volleyball and the school did not have an adequate volleyball court, and students became less disciplined because previously online learning was carried out online, making students not bound by rules when learning at home, then when returning to face-to-face learning at school, students needed to adapt again to the regulations at school.

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### AUTHOR CONTRIBUTION STATEMENT

This research was conceptualized and designed by Raymond Reswara Saragih, who developed the research objectives and methodology, managed data collection, coordinated with participants, and supervised fieldwork at STOK Bina Guna Medan. Benny Aprial M. performed data analysis, interpreted the findings, and contributed significantly to the preparation of the manuscript. All authors participated in the revision of the manuscript, approved the final version for submission, and take full responsibility for the integrity and accuracy of the work.

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The authors declare no conflict of interest related to the conduct, authorship, or publication of this study.

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