



## Analysis of Factors Inhibiting the Development of the National Student Sports Olympiad at the Elementary School Level

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**Menerima:** 02 April 2026; **Revisi:** 04 April 2026; **Diterima:** 04 April 2026

**Doi:** <http://doi.org/10.24036/MensSana.110126.13>

### Abstract

*This study examines the factors influencing the implementation of the National Student Sports Olympiad (O2SN) coaching program at the elementary school level. The research addresses issues related to students' low participation, inconsistent motivation, and various external constraints that hinder the effectiveness of sports coaching. The purpose of this study is to analyze both internal and external factors affecting the success of O2SN coaching. This research employed a qualitative case study approach, with data collected through interviews, observations, and documentation. The findings reveal five main factors influencing O2SN coaching: student motivation, social support, facilities and infrastructure, teacher competence, and school support. Among these, student motivation emerged as the most dominant factor, influenced by aspects such as interest, discipline, physical condition, and self-confidence. External factors, including limited facilities, inadequate social support from parents and the environment, and constraints in teacher competence, were found to hinder optimal implementation. Additionally, school policies and resource allocation play a significant role in supporting the sustainability of the program. Overall, the study highlights the importance of an integrated approach involving students, teachers, schools, and families to enhance the effectiveness of sports coaching programs and improve student achievement in O2SN.*

**Keywords:** O2SN, Student Motivation, Sports Coaching.

### INTRODUCTION

Sports are an integral part of the elementary school curriculum because they contribute significantly to the physical growth and health of students from an early age. Structured physical activity through Physical Education, Sports, and Health (PJOK) helps improve children's fitness, muscle strength, cardiovascular endurance, and flexibility, laying the foundation for optimal physical development.

The role of sports at the elementary school level contributes to the formation of sustainable healthy lifestyle habits and optimal physical readiness for academic and non-academic activities (Syafitri et al., 2025). Physical Education, Sports, and Health (PJOK) at the elementary school level is also crucial in optimizing students' overall potential, including physical, mental, social, and emotional development.

Through games and physical activities, students not only develop basic motor skills but also learn to interact with peers, work together in

groups, and build character skills such as discipline, tolerance, and sportsmanship (Kurniawan et al., 2026).

Success in these sports activities can subsequently positively impact students' ability to complete learning assignments, improve focus, and strengthen social relationships within the school environment.

Introducing physical activity from an early age allows students to meet their recommended daily exercise needs and encourages continued involvement in sports activities (Mahyudi et al., 2024). through the provision of physical activity at an early age may be able to provide benefits to their cognitive function for life in the future (Alif et al., 2022).

The National Student Sports Olympiad (O2SN) is a government education program aimed at developing students' potential in sports from school age. This activity is held in stages, from the school level to the national level, providing students with the opportunity to showcase their best abilities in various sports.

Through this competition, students are not only trained to improve their physical abilities and athletic techniques, but also encouraged to develop a spirit of achievement and sportsmanship in competitive activities (Kemendikbud, 2023).

Apart from being a competition event, O2SN is also a forum for coaching and developing students' sporting potential by instilling the values of sportsmanship, discipline, and hard work through healthy and tiered competitive experiences (Kemendikbud, 2025). This program allows schools and the government to identify students with outstanding athletic abilities so they can receive more targeted and sustainable coaching.

With a tiered competition system, students' potential can be systematically monitored and developed as part of national sports development efforts (Pratama & Hidayat, 2021). Sports development from elementary school through activities such as the National Sports Week (O2SN) also has a significant impact on future sports achievements. At elementary school age, students are at a stage of excellent motor development, enabling them to begin optimally developing basic sports skills.

Gross motor mastery is an important foundation for students to develop more complex movement skills in sports activities (Fauzi et al., 2023). Physical education instruction also contributes significantly to elementary school students' gross motor development and confidence in physical activity, although implementation still faces challenges with teachers' understanding (Maylani et al., 2025).

If coaching is carried out in a structured and sustainable manner from an early age, then the students' opportunities to achieve higher achievements at the next level of education or at a wider level of competition will be greater (Widodo & Nurhadi, 2022).

The National Student Sports Olympiad (O2SN) in elementary schools is generally implemented through extracurricular activities and additional training guided by Physical Education, Sports, and Health (PJOK) teachers. This program aims to develop students' athletic talents while instilling the values of sportsmanship, self-confidence, and responsibility through healthy competitive experiences (Kemendikbud, 2024).

In practice, schools typically conduct an initial selection process to identify students with interest and potential in a particular sport, then

implement gradual training through regular training to prepare students for higher-level competitions (Kemendikbud, 2023).

The success of the training program is greatly influenced by the role of PJOK teachers as coaches and mentors, as well as support from the school through policies, provision of training time, and the availability of sports facilities and infrastructure. However, the implementation of on-field training has not been optimal and evenly distributed across all schools.

Some schools are able to demonstrate good performance due to having a structured training program, adequate facilities, and active support from teachers and the school administration. Meanwhile, some schools still face various limitations, such as a lack of sports facilities, limited practice time, and minimal parental support (Pratama & Hidayat, 2021).

These differences indicate an imbalance in the quality of coaching between schools, which can ultimately impact students' opportunities to develop their full potential and achieve sporting success.

Research on physical education in elementary schools generally focuses more on physical learning and health benefits, while studies specifically addressing sports development in preparation for competitions such as the National Sports Week (O2SN) are still limited (Puspitaningrum, 2024).

Furthermore, global studies indicate that physical activity programs in schools often face constraints in terms of policy, resources, and the environment, but most focus on the secondary level and not on the context of formal competitions in elementary schools (Nagrale & Jiandani, 2024).

Therefore, this study focuses on analyzing the factors inhibiting student sports development in preparation for the National Sports Week (O2SN) at the elementary school level, focusing on the training and development process, rather than on achievement outcomes.

The novelty of this research lies in its in-depth examination of real-world conditions and emerging obstacles, both from internal factors such as teacher competence and school support, as well as external factors such as parental support and the environment.

The research findings are expected to provide theoretical contributions to the development of tiered sports development studies, as well as practical contributions as evaluation materials for schools and



policymakers in designing more effective, sustainable, and appropriate sports development programs tailored to the needs of elementary school students.

## METHOD

This research uses a qualitative approach with a case study design to deeply understand the phenomena that occur in the National Student Sports Olympiad (O2SN) training process at the elementary school level, particularly related to factors that inhibit its implementation.

The focus of the research is directed at several key aspects, namely student motivation in participating in training, teacher or coach competence in fostering high-achieving sports, school support for training programs, and parental support for student participation in sports activities.

By using a case study design, this research has a strategy used to investigate a phenomenon in depth in a specific context. Case study research focuses on an in-depth understanding of a limited system, such as an individual, group, or a specific program, which is examined in detail in the real context where the phenomenon occurs (Ishtiaq, 2019).

In addition, case studies also allow researchers to explore various perspectives and experiences of participants through direct interaction with the research environment, resulting in a more contextual and in-depth understanding of the problem being studied (Stake, 1995).

The research location was carried out at several elementary schools in Cisitu District, Sumedang Regency, which are suitable as case study objects in the development of the National Student Sports Olympiad.

The research subjects consisted of school principals, Physical Education teachers, students, and parents of students who had participated in the O2SN. Data collection techniques were carried out through observation, interviews, and documentation.

Observations were used to directly observe the sports development process in schools, interviews were conducted to obtain more in-depth information regarding the obstacles faced by the school in carrying out development, while documentation was used to complete data in the

form of archives, training programs, and student achievement records.

The use of various data collection techniques aims to obtain more comprehensive and in-depth data regarding the case being studied.

The key informant (N1) in this study was a physical education teacher who plays a direct role in the coaching process of the National Student Sports Olympiad (O2SN) at the elementary school level. Teachers were chosen as the primary informants because they possess knowledge, experience, and direct involvement in planning and implementing sports coaching activities for students.

Supporting informants include the principal (N2) who plays a role in policy-making and support for sports coaching programs at school, students (N3) who are involved as participants in O2SN coaching activities, and parents (N4) who play a role in providing motivational support and facilities for children to participate in sports activities.

Through the involvement of these various informants, this study is expected to be able to obtain more comprehensive data regarding the condition of O2SN coaching in elementary schools, particularly regarding inhibiting factors that include aspects of student motivation, teacher competence, school support, and parental support in the implementation of sports coaching achievements in the school environment.

The data analysis technique in this study uses a qualitative data analysis model that includes data reduction, data presentation, and drawing conclusions. Data reduction is carried out by selecting and focusing data relevant to the research objectives, then the data is presented in the form of a narrative description to facilitate researchers in understanding the phenomena that occur.

Next, conclusions are drawn by interpreting the data that has been obtained to identify factors that inhibit the development of the National Student Sports Olympiad at the elementary school level.

This qualitative data analysis allows researchers to understand the dynamics and complexity of problems that occur in the socio-educational context in more depth (Septiana et al., 2024).

## RESULTS AND DISCUSSION

### Research result

This research was conducted at several elementary schools that served as case study locations related to the implementation of student sports coaching, specifically in preparation for participating in the National Student Sports Olympiad (O2SN).

This activity aims to develop students' athletic talents, foster sportsmanship, and foster motivation to excel in sports (Kemendikbud, 2024). The schools selected for the research are elementary schools that actively participate in sports coaching activities and participate in the National Student Sports Olympiad (O2SN) selection process at the sub-district and district levels.

These schools have sports coaching activities that are generally implemented through extracurricular activities or additional training guided by physical education teachers. This study involved 20 informants consisting of several groups of informants, namely physical education teachers, school principals, students participating in sports coaching, and parents.

These four groups of informants were selected to obtain a more comprehensive picture of the O2SN coaching process in schools. Based on the data analysis using NVivo, several key themes influencing O2SN development in elementary schools were identified. These themes are visualized in the following hierarchy chart:

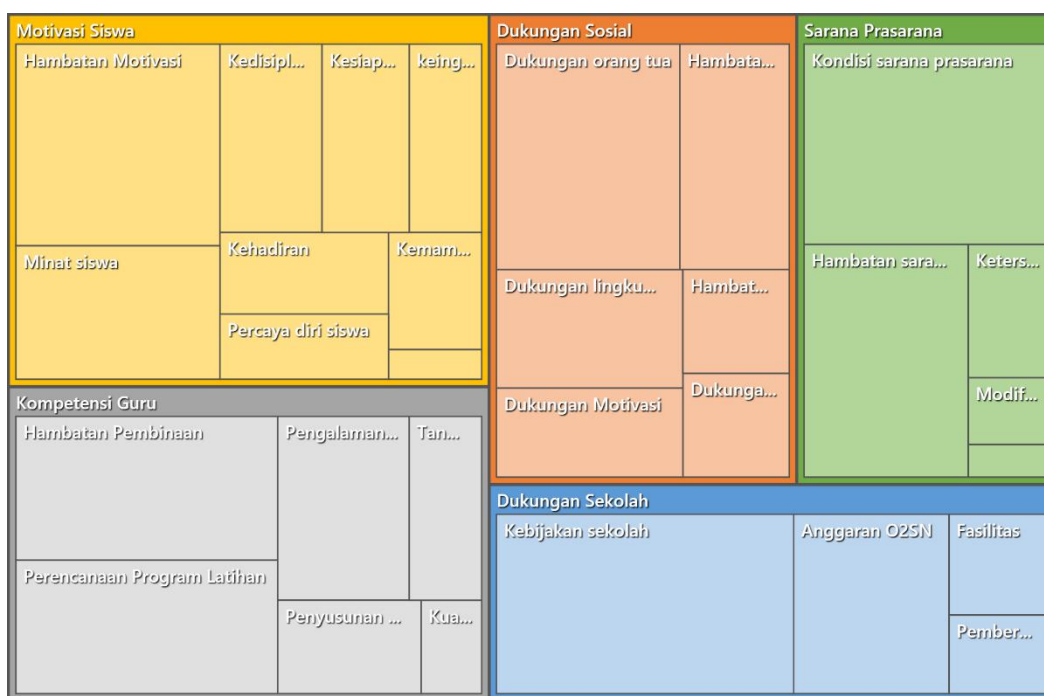


Figure 1. *hierarchy chart of coaching factors*

Based on Figure 1, data analysis using NVivo software shows five main themes in the development of O2SN in elementary schools in Cistitu District, Sumedang Regency: student motivation, social support, infrastructure, teacher competence, and school support.

Visualization in the form of a hierarchy chart shows that each theme has varying degrees of dominance, as indicated by the size of the area within each category. The larger the area in the diagram, the more frequently the theme appears in the research data. The theme of student motivation was the most dominant factor in the analysis.

This is evident from the larger area in the hierarchy chart compared to other themes. The subcategories that make up this theme include motivational barriers, student interest, discipline, readiness, desire, attendance, ability, and self-confidence. The findings indicate that motivational barriers and low student interest are the main challenges in O2SN development.

Furthermore, student discipline and attendance also show inconsistencies in participating in training activities. Furthermore, student confidence and ability also influence student participation and performance in sports activities.



in the coaching process not being optimal and focused.

Obstacles are also evident in the infrastructure and facilities aspect, such as limited training facilities, a lack of sports equipment, and minimal budget support. Transportation is also a barrier that affects student attendance and participation in training and competitions.

This situation indicates that logistical and financial support remain significant issues in the implementation of O2SN coaching. From a student perspective, inhibiting factors include low participation, lack of discipline, and limited skills and experience. Furthermore, psychological factors such as lack of

concentration, low enthusiasm, and various individual challenges also influence student engagement in activities.

Students' lack of understanding and knowledge about the importance of sports activities also hinders their motivation. Overall, the results of this study indicate that obstacles to O2SN coaching do not stem from a single factor, but rather are the result of a combination of various limitations, including the environment, coaching system, infrastructure, and students' internal conditions.

Therefore, special attention is needed to address these obstacles to ensure more effective coaching programs

## Discussion

Based on the data analysis presented in the previous section, this discussion focuses on interpreting the key themes influencing the development of the National Student Sports Olympiad (O2SN). Overall, the research findings indicate that the implementation of the National Student Sports Olympiad (O2SN) in elementary schools still faces various multidimensional challenges, including infrastructure, teacher competency, training programs, environmental support, and student physical condition and motivation.

### 1. Student Motivation

Based on the results of interviews, student motivation is the most dominant internal factor in determining the success of O2SN coaching. The results of the study indicate that low motivation, interest, lack of discipline and attendance, and self-confidence are the main obstacles in implementing training.

Student motivation was also influenced by the competitive elements and game rules, which encouraged students to participate fully in learning and sports activities (Fauzi et al., 2019). The distance of the training location, which is quite far from where students live, also influences their level of motivation, interest, and lack of discipline in participating in training activities.

This is caused by inadequate road access conditions and the risk of accidents, considering that some students come from rural or remote areas with geographical conditions prone to landslides. (N4) explained that the unsafe road access conditions to the training location raises concerns among parents about the safety of their children who participate in training activities.

Geographical conditions and limited access to transportation in rural areas are known to affect the level of student participation in educational activities and sports activities at school. Long distances and inadequate road infrastructure often hinder students from participating in regular training activities, as they require longer travel times and increase safety risks during the journey (Handayani & Kurniawan, 2022).

Under these conditions, according to (N1), some students exhibited decreased interest and less than optimal physical condition during training activities, such as fatigue and lack of focus. This is known to be related to students' habit of frequently lacking sleep due to using gadgets late at night.

Lack of sleep quality and duration in adolescents is known to affect their concentration levels and physical condition in carrying out daily activities (Halimatunnisa et al., 2024). (N2) also stated that participation in O2SN activities provides students with the opportunity to develop their athletic abilities while achieving achievements that can bring pride to themselves and their school.

Research shows that student participation in O2SN activities can increase their interest in participating in sports activities both at school and outside of school (Sipahutar et al., 2024). Inadequate road access and the distance to training locations also impact students' discipline during training.

Some students do not always attend training for various reasons, such as other school activities, fatigue after studying, or limited distance to the training location. (N3) explained



that during training, students sometimes show a decrease in motivation to participate, caused by less than optimal stamina and the relatively long distance to the training location.

Consistent and ongoing training will help students develop technical skills, physical endurance, and mental readiness for sports competitions (Bompa, T. O., & Buzzichelli, 2019). Conversely, irregular training can result in suboptimal physical adaptation and skill development. Training discipline is also related to the development of student character, such as responsibility, commitment, and perseverance in achieving goals.

Regular training not only improves physical abilities but also fosters a disciplined attitude that can support student success in various aspects of life, including academic and non-academic areas (Gould & Carson, 2020). Another aspect that influences students' motivation to compete is their level of self-confidence during the match.

Students with high levels of self-confidence tend to be able to control their emotions, focus on the match, and demonstrate more optimal performance compared to students with low levels of self-confidence (Weinberg & Gould, 2021). (N1) explained that students' mental readiness is a crucial factor determining success in competitive sports.

In competition situations, various obstacles related to psychological aspects are still encountered, such as the emergence of shame that makes students reluctant to compete, as well as an unstable mental state that in some cases results in the sudden emergence of physical complaints.

This condition indicates that students' mental aspects still require attention in the sports development process. This is in line with research that states that competitive experience contributes to increased self-confidence and mental readiness in young athletes facing matches (Machida et al., 2020).

## 2. Social Support

Social support is an external factor that plays a crucial role in determining the success of O2SN coaching in elementary schools. Research shows that support from parents and the surrounding community contributes significantly to students' level of involvement in sports activities.

This support is not limited to the provision of facilities, but also includes moral

encouragement, attention, and active involvement in supporting student training and competitions. This support serves as a motivating factor that can increase students' enthusiasm for active participation in coaching activities.

Conceptually, social support functions as an external motivational reinforcer that can influence individual behavior and attitudes in engaging in an activity. In the context of sports coaching, students who receive support from their parents tend to have higher levels of motivation, greater self-confidence, and a stronger commitment to participating in the training process.

This support can take the form of granting permission, mentoring, and even recognition for student effort and achievements. With consistent support, students will feel more valued and motivated to continue developing their potential in sports. (N1) explained that parental support plays a crucial role in the sustainability of student participation in school sports activities.

This support can include helping students to and from training locations. However, most students' parents work as farmers, thus having limited free time to provide optimal support for their children's training activities. This is supported by motivation theory which states that social role support is an external factor that can increase an individual's intrinsic and extrinsic motivation (Deci & Ryan, 2000).

However, research also shows that not all students receive optimal social support. There are still obstacles in the form of a lack of parental involvement in supporting their children's sports activities. This condition is influenced by various factors, such as parents' busy work schedules, limited time, and a lack of understanding of the importance of sports coaching for children's development.

Furthermore, environmental factors also play a role, as not all environments provide conducive support for students' sports activities. Lack of support from the surrounding environment can lead to decreased motivation for students to actively participate in training activities. Furthermore, social support not only plays a role in increasing motivation but also influences the long-term sustainability of student participation.

Students who receive consistent support tend to have higher levels of persistence and are able to overcome various challenges in the

coaching process. Conversely, a lack of support can lead to students easily feeling bored, lacking confidence, and ultimately discontinuing participation in sports activities.

### 3. Facilities and infrastructure

Facilities and infrastructure are a crucial component in supporting the success of O2SN coaching in elementary schools. Research shows that the condition of facilities and infrastructure in several schools is still inadequate, both in terms of quality and quantity.

This limitation is evident in the lack of standard sports equipment, inadequate field conditions, and a lack of other supporting facilities. However, the availability of sports facilities in several schools is also limited, thus not fully supporting the coaching process optimally.

According to (N1), the condition of these facilities indicates that some sports equipment available at the school has been damaged due to prolonged use and lack of maintenance. For example, some balls used in training activities are no longer suitable for use or only one or two balls are available, the surface of the school field is poorly maintained, and there is a very limited amount of sports equipment that must be used alternately by students.

However, in reality, the implementation of O2SN coaching requires adequate facilities to support these coaching activities. Facilities that meet standards can help students train more effectively and increase their chances of achieving success in sports competitions (Utami, 2024).

Furthermore, (N1) explained that the condition of infrastructure influences the implementation of O2SN coaching because it is crucial to ensure student safety and comfort during sports activities. Well-maintained sports facilities can enhance the effectiveness of the learning process and support the improvement of students' physical abilities and sports skills (Nurafiati et al., 2025).

### 4. Teacher Competence

Based on interviews, physical education teachers (N1) play a crucial role in the implementation of O2SN coaching. Some teachers have experience coaching students for various sports competitions at the school and regional levels. In addition to coaching experience, physical education teachers also gain additional knowledge through various training activities such as workshops or sports coaching.

Developing teacher competencies through training and other professional activities is crucial for improving the quality of physical education learning and student sports coaching activities (Hortigüela-alcalá et al., 2020). According to (N1), several teachers have participated in workshops organized by the education office or sports organizations to improve their competency in student sports coaching.

These workshops are held both offline and online, allowing teachers to continue participating in training even when they are in different locations. Some teachers do not attend these workshops due to age limitations in coaching specific sports. Therefore, teachers who do not attend these workshops are replaced by attending regular meetings or coordination meetings to discuss the implementation of O2SN.

These meetings are usually organized by the school, the teacher working group (KKG), or the education office at the sub-district or district level. In the O2SN (National Sports Week) coaching activities, the quality of physical education instruction plays a crucial role in supporting the success of student sports development at school.

In training activities related to O2SN preparation, physical education teachers not only provide physical training to students but also guide them in understanding basic sports techniques, building teamwork, and instilling sportsmanship values during training and during competitions. However, interviews revealed a lack of variety in the teaching methods applied by teachers, resulting in training activities tending to follow the same pattern at every meeting.

This condition makes the learning and training process monotonous and less engaging for students. This was confirmed by several (N2) who stated that innovative and varied physical education instruction is essential to increase student involvement in sports activities and encourage student interest in participating in high-achieving sports activities.

Creative, game-based learning has been shown to increase student motivation and participation in physical education activities (Budiman et al., 2023). In addition to problems in learning implementation, another obstacle encountered in sports development in schools is the suboptimal implementation of extracurricular sports programs.

Extracurricular programs are actually an important forum for students to develop interests



and talents in sports and prepare for various student sports competitions. However, (N1) explained that extracurricular sports activities do not run routinely and some are even inactive due to budget constraints, inadequate facilities, and the small number of students interested in participating in sports activities.

This condition makes physical education teachers rely more on classroom learning activities as a means to identify and screen students who have sports potential, although this method is not yet fully effective in supporting the development of sports achievements on an ongoing basis.

O2SN coaching activities in schools generally begin with planning a training program prepared by teachers, including determining the training schedule, selecting the sports to be coached, and arranging training times outside of school hours. However, the implementation of these training programs still faces obstacles, such as inactive extracurricular programs, resulting in teachers being less than optimal in coaching to prepare for selection at the sub-district level.

(N1) explained that in implementing O2SN preparation activities, the training process is not always carried out at school, but rather students directly participate in selection at the sub-district level. This condition indicates that student preparation for O2SN is still not optimal, because the coaching process carried out largely relies only on physical education learning activities without a dedicated, ongoing training program.

However, effective sports coaching requires a planned and continuous training process to improve students' technical abilities and physical condition (Irawan et al., 2024).

## 5. School Support

School support is largely limited by the school budget allocated for the procurement and maintenance of sports facilities. (N1) stated that the budget for the O2SN activities does exist but is sometimes insufficient to meet the needs of O2SN development, because in addition to infrastructure facilities, the budget is also used for needs such as participant registration fees, transportation costs, food costs, and other unforeseen costs.

Limited school budgets are known to be one of the factors affecting the availability of sports facilities and the sustainability of sports development programs in the environment (Wani

et al., 2025). (N2) also explained that schools have policies in the form of School Operational Assistance (BOSP) funds used to improve the quality of education, equalize access, and reduce operational costs.

However, this budget is very minimal, so the procurement of sports facilities is often not a top priority for schools. Due to these budget limitations, some sports equipment available in schools cannot be regularly updated even though it is no longer in a usable condition. One prominent example is the lack of soccer fields in several schools that were the research locations.

(N1) stated that the absence of these facilities meant that training activities for students participating in soccer could not be carried out optimally in the school environment, so the PJOK teacher had to guide students at other schools that had field facilities for carrying out training. In addition, efforts were made by the PJOK teacher to modify sports facilities and infrastructure so that training activities could continue even though the available facilities were limited.

Modifying facilities and infrastructure is one strategy often used in physical education to adapt sports activities to the conditions of the facilities available at school. This approach allows students to continue to actively participate in sports activities even though the available facilities are limited (Salahudin et al., 2025).

## CONCLUSION

Based on research results analyzed using NVivo, it can be concluded that the National Student Sports Olympiad (O2SN) coaching in elementary schools is influenced by various interrelated factors, both internal and external. The most dominant internal factor is student motivation, which includes interest, discipline, readiness, attendance, ability, and self-confidence.

Low interest and barriers to motivation are key challenges, impacting suboptimal student participation and performance in coaching activities. Furthermore, external factors also play a significant role, including social support, infrastructure, teacher competence, and school support. Social support, particularly from parents, is a crucial factor in boosting student enthusiasm and sustaining training, although obstacles remain, such as a lack of parental involvement and the community.

Inadequate facilities and infrastructure also hinder training implementation, although some schools have made efforts to modify facilities as an alternative solution. Furthermore, teacher competence is key to successful coaching, particularly in the planning and implementation of training programs.

However, limited experience and a lack of systematic training program development remain obstacles. On the other hand, school support through policies, budgets, and facilities plays a crucial role in the success of the O2SN program.

Overall, the success of O2SN development in elementary schools is not determined by a single factor, but rather the result of a synergy between student motivation and support from the surrounding environment. Therefore, a concerted effort is needed from all parties—students, teachers, parents, and schools—to create a more effective, planned, and sustainable development system.

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