



IJPESS

Indonesian Journal of Physical Education and Sport Science

p-ISSN 2775-765X | e-ISSN 2776-0200

Volume 5, No. 1, December 2025 Page. 1-14

<http://journal.unucirebon.ac.id/index.php/ijpess>

The Fostering Student Learning Independence in Physical Education Learning Based on Gender: Integrating Teaching Styles

Pebriyandi¹, Mashud^{2*}, Herita Warni³

^{1,2,3}Master of Physical Education, Universitas Lambung Mangkurat. Indonesia

*Corresponding Author: Mashud, Surname, e-mail: mashud@ulm.ac.id

Received: 18 November 2024, Approved: 25 December 2024, Published: 30 March 2025

Abstract

Study purpose. This study aimed to increase students' learning independence in physical education by integrating two teaching styles, namely practice style and inclusion.

Materials and methods. This study used a pre-experiment research design with one group pre-post test design. The study sample consisted of 30 students, 14 girls and 16 boys. The research methodology included three phases: pre-test, treatment, and post-test. In the pre-test phase, students carried out a learning independence test using conventional teaching styles. Next, students were treated with the integration of practice style and inclusion teaching style for 4 weeks. A post-test was then conducted to see changes in learning independence after the treatment.

Results. The results showed that the mean pretest score was 63.23 ± 7.71 while the posttest score was 71.50 ± 5.63 . Statistical analysis using One Way Anova shows that there is a significant difference in learning independence between male and female students. Responsibility and initiative factors were also analysed, showing that female students were dominant in the responsibility factor of not depending on others, while both males and females were equally positive in the responsibility factor of following instructions well and earnestly.

Conclusion. The conclusion of this study is that the integration of practice style teaching with inclusion is effective in increasing students' learning independence. These results provide strategic implications for teachers in developing differentiated and inclusive learning methods to improve students' learning independence soft skills.

Keywords: Learning Independence, Teaching Style Integration, Physical Education Sports and Health (PJOK).

DOI: <https://doi.org/10.52188/ijpess.v5i1.917>

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Introduction

Education is an important aspect in character building and competence of the younger generation. Education holds a central position in the life structure of a country, because

educated people have the expertise to bring about improvement and transformation in the country and homeland (Pebriyandi, Warni, and Mashud 2022). So that education becomes the main thing in building change both in terms of character and competence of the nation's generation.

In Indonesia, the goal of national education is to develop the potential of students as a whole. In 2022, the Ministry of Education and Culture made a new breakthrough with the Merdeka Curriculum, which contains the Pancasila Learner Profile (Kemendikbud 2020). From then on, the independent curriculum was introduced and implemented at all levels of education (Warni et al. 2023). This profile includes a number of characters and competencies that learners are expected to achieve (Yoan Intania, Joko Raharjo, and Yulianto 2023). One dimension of the Pancasila student profile is independence.

Learning independence is the behaviour of individuals who show initiative, ability to overcome problems, self-confidence, responsibility, and the ability to do things independently without depending on others (Kisman, Witono, and Zain 2021; Martiani 2021). Learning independence is an important component in the educational process for students (Mykytyn et al. 2024; Nurhayati and Bahtiar 2024)

In the Merdeka curriculum, Physical Education, Sports and Health (PJOK) is one of the subjects that has a role in realising the achievement of the dimensions of the Pancasila learner profile (Nugraheni. 2023). In order to strengthen the application of education as a lifetime process of human development, physical education is crucial (Pebriyandi and Mashud 2024). Therefore, Physical Education, Sport and Health (PJOK) is an integral part of education as a whole (Mashud 2018) (Nikolić 2019). Followed by Kayrgozhin et al. (2022) Physical education plays an important role in fostering student independence by providing opportunities for self-exploration and personal development. Physical education can be an interesting tool to foster students' learning independence (Ospankulov et al. 2022)

According to (Ahya 2022) ideally student learning independence in Physical Education Sports and Health (PJOK) is Always involved in various physical activities and Physical Education Sports and Health (PJOK), Able to develop new ideas in completing tasks or challenges in Physical Education Sports and Health (PJOK), Responsible for doing tasks seriously and on time, Capable of learning without relying on others all the time, They can start and continue an activity without waiting for instructions, solve obstacles, and have faith in their own abilities to accomplish the intended goals. Pupils that exhibit high levels of learning independence are capable of identifying their own learning requirements, setting objectives, and planning their own activities (Suherman and Budi Amin 2020) and are better able to manage their learning activities without relying on others, leading to improved learning outcomes (Eduard, Heryanto, and Elisa 2023).

Based on observation data from the researcher as a teacher, it was found that students still showed high dependence on the teacher. This can be seen from the lack of initiative in starting activities, difficulty in completing tasks independently, and tend to wait for further instructions from the teacher. At Alam Elementary School Muhammadiyah Martapura, students' learning independence in Physical Education, Sports, and Health (PJOK) is still unknown, and some students also seem unconfident while voicing their ideas or trying new things.

In the results of the article review of 70 articles, there are only 3 studies of Physical Education Sports and Health (PJOK), none of which reveal the profile of Pancasila students leading to the dimensions of independence in Physical Education Sports and Health (PJOK) learning, the rest of the authors find learning independence revealed in the field of other students (Mashud et al. 2024).

In the research results [Rahmadia & Alexon \(2023\)](#) Elementary schools can be seen from the problems that occur, namely the teacher's teaching style is still teacher-centred so that students are still lacking in responsibility in carrying out tasks. In the research ([Marwah Sholihah and Nurrohmatul Amaliyah 2022](#)) students are still lacking in terms of self-confidence, added to the research ([Habibah et al. 2021](#)) students are slow in taking initiatives and have difficulty overcoming problems. As for the teacher, the teacher does not provide services that suit the individual needs of each student ([Fitriyah and Bisri 2023](#)).

Seeing the problems described above, it can be said that student independence is still very low and the teacher's teaching style needs to be further developed. Given the importance of learning independence, it needs to be followed up because this is a benchmark in the implementation of general learning, especially in the implementation of Physical Education, Sports and Health (PJOK) ([Fadlan et al. 2023](#))

Every teacher must understand the significance of their teaching style in physical education [Rivas & Espada \(2021\)](#). Selection of teaching styles and use of interactive, engaging media in an inclusive, empathic and socially engaged approach to learning and the development of interpersonal skills ([Kusumandari 2024](#)). Students should be encouraged by the teaching approach to take ownership of their work, exercise initiative, have confidence in themselves, and be problem-solvers ([Maia, Carmo, and Pontes 2021](#)). In order to be able to foster learning independence, an appropriate learning method is needed ([Martín de León and García Hermoso. 2020](#))

One of the teaching styles to foster learning independence is the practice style teaching style ([Marheni, Purnomo, and Jermaina 2022](#)). Followed by research ([Sorayah, Valianto, and Nugraha 2018](#)) Although the results of high independence are higher when practice-style teaching is used, the research ignores the area of learning that can be varied to match the needs of each individual student.

Furthermore, so that learning can meet each learner's needs in accordance with the characteristics of the Merdeka curriculum with differentiated learning ([Cholilah et al. 2023](#)). A differentiated teaching style is the Inclusion teaching style ([Kurniasandi et al. 2023](#)), in the inclusive teaching style students are given space for each student's needs or competencies ([Lusiantri, Warni, and Mashud 2023](#)). In the study ([Ferawati, Mashud, and Warni 2022](#)) The application of teaching styles by applying inclusive teaching styles can be proven to improve student learning outcomes but still does not touch the aspects of student learning independence.

Integrating the two styles has great potential in developing students' learning independence by providing space for each student's competence. This integration helps teachers become more competent in the educational system while also helping students learn more independently and perform better ([Korlan, Natalya, and Sholpan 2022](#); [Ulisses and Terto 2022](#)). By looking at the urgency of the importance of learning independence of elementary school students to follow up immediately, so that efforts need to be made to foster student independence in learning Physical Education. With this understanding, we are of the view that integrating the practice style teaching style with the inclusion teaching style can be a solution innovation in fostering student learning independence. The use of these two models in one unit will complement each other and perfect the stages of the teaching process. The practice style teaching style emphasises students being given responsibility for movement tasks through task cards while the inclusive teaching style emphasises the diversity of difficulty of learning materials accompanied by students' freedom to choose loads and learning methods.

Thus, the integration of the two styles is expected to improve the soft skills of learning independence. Schematically, the integration of practice style teaching and inclusive teaching style is presented in [Table 1](#) below. Until now, the integration of the two styles has never been done by scientists to foster student learning in physical education. With this research, it will be

a pioneer in integrating the two teaching styles used in overcoming the problem of students' learning independence. Therefore, this study uses the combination of practice style teaching with inclusion to determine the gender-based learning independence of students in physical education.

Table 1. Integrating practice style teaching with inclusion

Practice style: (Saputra 2014)	Inklusi: (Mashud et al. 2023)	Teaching Style Integration
Motion task delivery (demonstration and task explanation)	Diagnostic Assessment	Diagnostic Assessment
Provide assignment sheet	Determine teaching objectives	Defining objectives and Designing various difficulties of teaching materials
Practise tasks independently or individually	Designing various difficulties of teaching materials	Demonstrating motion tasks
Feedback to each individual	Demonstrate and practice teaching	Provide motion task sheet
Evaluation of learning	Feedback of teaching process	Practise tasks independently or individually
Advanced training	Feedback of teaching results	Feedback to individuals on learning processes and outcomes Evaluation of learning

Materials and Methods

Study participants

The study's population consisted of all 30 fourth-grade pupils of SD Alam Muhammadiyah Martapura, 16 of whom were male and 14 of whom were female. Total sampling, a method where the number of samples is equal to the population, was the sampling strategy employed (Mujayanah and Fadilah 2019).

Study organization

In this study, the type of research used was pre-experiment. With the research design is 'one group pretest - post-test design' with one type of treatment (Mashud et al. 2021). Because it aims to determine students' learning independence in physical education based on gender using the integration of practice style teaching with inclusion.

We divided the research procedure into three stages, namely (1) pre-test or diagnostic test stage, (2) treatment stage, and (3) post-test stage. At the pre-test or diagnostic test stage, all students who became research samples underwent a pre-test using conventional teaching styles. The results of this pre-test were used as comparative data after the research series was completed. In the second stage, the treatment, we tested the integration of practice style teaching with inclusion. We divided the learning materials into three levels as presented in Table 2 The treatment was conducted for 4 weeks (July - August 2024) with face-to-face meetings between researchers and students once a week according to the face-to-face learning schedule. For the final test stage (posttest), all students undergo the same test as in the initial stage, namely participants take the student learning independence test. The outcomes of the pre-test and post-test will be contrasted. Demonstrate the approach and its goal; research

protocols and methods for carrying out educational experiments.

Table 2. Learning difficulty level

No	Learning Difficulty Level	Materials
1	Easy Difficulty	Task 1: Jump over one cardboard box with the kangkang jumping technique 10 times Task 2: Jump over two cardboard boxes with the kangkang jumping technique 10 times
2	Medium Difficulty	Task 1: Jumping over one jrigen with the kangkang jumping technique 10 times Task 2: Jumping over two jrigen with the kangkang jumping technique 10 times
3	High Difficulty	Task 1: Jumping over a chair with the kangkang jumping technique 5 times Task 2: Jumping over a chair with the kangkang jumping technique 10 times

Statistical analysis

Data analysis, first, the samples were checked for normality of distribution using the shapiro wilk method ($p > 0.05$) and homogeneity of the levene test ($p > 0.05$). Assisted with spss v.27 software machine. In the next stage, descriptive statistics were carried out to determine the average between pretest and posttest. To test the difference in independence between male and female students analysed through one way anova ($p < 0.05$).

Results

Descriptive research results related to the integration of practice style teaching with inclusion are presented in Table 3. The results showed that the pretest mean and SD were 63.23 ± 7.71 , while the posttest value was 71.50 ± 5.63 .

Table 3. Descriptive Results

Tes	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	50	78	63,23	7,71
Posttest	30	61	84	71,50	5,63

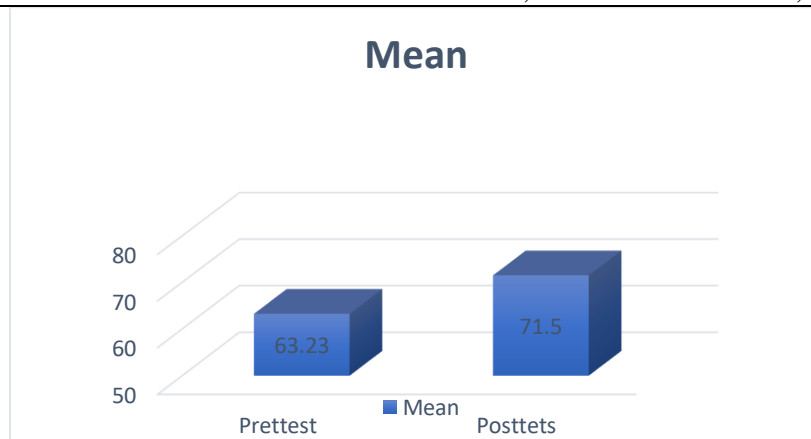


Figure 1. Description of Pre-test and Post-test

The next analysis is to test the data assumptions before entering the t-test analysis. Normality assumption testing using the Shapiro Wilk normality test and homogeneity test results are presented in [Table 4](#).

Table 4. Normality Test and Homogeneity Test

Tests of Normality		Shapiro-Wilk			P Value	Description
Class		Statistic	df	Sig.		
Learning Independence of Students following PJOK Learning	Pre-test Eksperimen (Integration of Teaching Styles)	0,967	30	0,463	0,05	Normal
	Post-test Eksperimen (Integration of Teaching Styles)	0,974	30	0,664	0,05	Normal
Test of Homogeneity of Variance						
		Levene Statistic	df1	df2	Sig.	
Learning Independence of Students following PJOK Learning	Based on Mean	2,167	3	116	,096	
	Based on Median	1,993	3	116	,119	
	Based on Median and with adjusted df	1,993	3	107,914	,119	
	Based on trimmed mean	2,124	3	116	,101	

Based on the statistical analysis of the normality test, the Sig. ($p > 0.05$) value was obtained. This indicates that the data distribution is normal. For the results of the homogeneity test the value of Sig. ($p > 0,05$). This indicates that the data distribution is homogeneous. Because the data is normally distributed and homogeneous, then the data will be analysed using One Way Anova analysis technique in [table 5](#).

Table 5. One Way Anova

Test Criteria	Gender	Mean	Sig. (-2 Tailed.)
One Way Anova	Male	67,72	0,000
	Women	66,30	

In [table 5](#) Sig. (2-Tailed) is 0.000 ($p > 0.05$). This shows that there is a difference in learning independence between male and female students in participating in physical education learning with an average of 67.72 male students and an average of 66.30 female students. This shows that the independence of male students in participating in physical education learning is higher than that of female students.

The factors that foster student learning independence are also analysed to find out whether each factor has also changed. The first factor is responsibility (not depending on others and following instructions well and earnestly) to see if there are differences between men and women on this factor, can be seen in [table 6](#).

Table 6. Responsibility (not relying on others and following instructions well and being serious)

Test Criteria	Factors	Gender	F	Sig (-2 Tailed)
One Way ANOVA	Not relying on others	Male	2,432	0,129
		Female	25,235	0,000
One Way ANOVA	Follow instructions well and Seriously	Male	18,523	0,000
		Female	24,055	0,000

These analysis methods yielded a sig. (-2 Tailed) of 0.129 ($p < 0.05$) in male students [table 6](#). This indicates that the responsibility element (not relying on others) is not significantly influenced, however female students received a sig value (-2 Tailed) of 0.000 ($p < 0.05$). This shows that there is a significant influence on the responsibility factor (not depending on others). Thus female students are more dominant in the responsibility factor (not depending on others). Furthermore, male students obtained a sig value. (-2 Tailed) of 0.000 ($p < 0.05$). This means that there is also a significant influence on the responsibility factor (Following instructions well and earnestly) while female students also obtained a sig. (-2 Tailed) of 0.000 ($p < 0.05$). This means that there is also a significant influence on the responsibility factor (Following instructions well and earnestly). Thus, both male and female students both show positive things on the responsibility factor (Following instructions well and earnestly). The second factor is Initiative (daring to try new things in learning and (asking questions to better understand the material) on this factor, can be seen in [table 7](#).

Table 7. Initiative (Dare to try new things in learning and ask questions to better understand the material)

Test Criteria	Factors	Gender	F	Sig (-2 Tailed)
One Way ANOVA	Dare to try new things in learning	Male	15,425	0,000
		Female	12,583	0,002
One Way ANOVA	Ask questions to better understand the material	Male	0,23	0,238
		Female	1,458	0,881

Based on these analysis techniques [table 6](#) in male students obtained a sig. (-2 Tailed) of 0.000 ($p < 0.05$). This shows that there is a significant influence on the initiative factor (dare to

try new things in learning), while female students obtained a sig value. (-2 Tailed) of 0.002 ($p < 0.05$). This shows that there is a significant influence on the initiative factor (dare to try new things in learning). Thus, both male and female students both show positive things on the initiative factor (dare to try new things in learning). Furthermore, male students obtained a sig value. (-2 Tailed) of 0.238 ($p < 0.05$). This means that there is no significant influence on the initiative factor (asking questions to better understand the material while female students also obtained a sig. (-2 Tailed) of 0.881 ($p < 0.05$). This means that there is also a significant influence on the initiative factor (asking questions to better understand the material). Thus, both male and female students show that they do not show positive things on the initiative factor (dare to try new things in learning). The third factor is self-confidence (feeling confident in one's own abilities and the ability to organise oneself) in this factor, can be seen in [table 8](#).

Table 8. ANOVA test Self-confidence (Feeling confident in one's own abilities and Ability to Self-regulate)

Test Criteria	Factors	Gender	F	Sig (-2 Tailed)
One Way ANOVA	Feeling confident in one's own abilities	Male	0,691	0,412
		Female	2,012	0,044
One Way ANOVA	Ability to Self-Regulate	Male	3,134	0,087
		Female	6,709	0,016

Based on these analysis techniques [table 8](#) in male students obtained a sig. (-2 Tailed) of 0.412 ($p < 0.05$). This shows that there is no significant influence on the Self-confidence factor (Feeling confident in one's own abilities), while female students obtained a sig value. (-2 Tailed) of 0.044 ($p < 0.05$). This shows that there is a significant influence on the Self-confidence factor (Feeling confident in one's own abilities). Thus female students are more dominant than male students in the Self-confidence factor (Feeling confident in one's own abilities). Furthermore, male students obtained a sig value. (-2 Tailed) of 0.087 ($p < 0.05$). This means that there is no significant effect on the self-confidence factor (the ability to manage oneself) while female students also obtained a sig. (-2 Tailed) of 0.016 ($p < 0.05$). This means that there is also a significant influence on the self-confidence factor (ability to organise oneself). Thus female students are more dominant than male students on the initiative factor of self-confidence factor (ability to organise oneself). The fourth factor is being able to overcome problems (always challenged by difficult tasks) on this factor, can be seen in [table 9](#).

Table 9. Problem-solving (Always challenged by difficult tasks)

Test Criteria	Factors	Gender	F	Sig (-2 Tailed)
One Way ANOVA	Always challenged by difficult tasks	Male	6,108	0,019
		Female	20,926	0

Based on these analysis techniques [table 9](#) in male students obtained a sig. (-2 Tailed) of 0.019 ($p < 0.05$). This shows that there is a significant influence on the factor of being able to overcome problems (always challenged by difficult tasks). Meanwhile, female students obtained a sig. (-2 Tailed) of 0.000 ($p < 0.05$). This shows that there is a significant influence on the factor of being able to overcome problems (always challenged with difficult tasks). Thus both male and female students both show that they do not show positive things on the factor of being able to overcome problems (always challenged with difficult tasks).

Discussion

The results of data analysis showed a difference in the level of learning independence, where male students showed a higher level of independence compared to female students. However, overall, the implementation of this integration encourages students to take responsibility for what is explained, show initiative in working without having to be directed, be confident in their own abilities, and be able to solve problems faced independently. Thus, students' learning independence experienced positive growth.

This research tries to present a different learning syntax by combining both teaching styles, namely practice style with inclusion, starting from diagnostic assessment to find out whether students have learning independence in pre-learning. After that, setting the learning objectives and creating the difficulty level of the exposed material are processed in attractive task cards; in this syntax, students will choose the difficulty level according to their ability. Before choosing the level of difficulty, the researcher will give examples according to the level of difficulty so that students can see the extent of their abilities; after that, students will be directed to choose the level of difficulty according to their abilities. In the process, the researcher only gives the initial signal to start the task. Then, students will do the task according to the content and level of the cards that have been distributed and provide good feedback to each individual during and at the end of the learning process.

Factors that influence students' learning independence include various significant aspects that play an essential role in the formation of such independence. These factors are developed to enhance students' potential for learning independence, to master subject matter more deeply and to strengthen their readiness to face academic challenges independently.

A. Responsibility Factor

The results of the analysis showed that students, both male and female, showed improvement in responsibility, especially in the aspects of not depending on others and following instructions well. This is in line with the characteristics of the practice style, where students are given the freedom to practice tasks independently after receiving demonstrations and explanations from the teacher. The inclusion of allowing students to choose the level of difficulty also reinforces this responsibility, as they have to determine and repeat lessons according to their own needs. Attitudes of responsibility include readiness to behave socially, obeying social norms, and caring for oneself and others, reflecting both negative and positive responsibilities ([Czerw et al., 2023](#)).

B. Initiative Factor

The implementation of inclusion style greatly impacts on students' initiative in trying new things. The data shows a significant influence on students' initiative in daring to try new things in learning. The inclusion aspect allows them to challenge themselves at different levels of difficulty chosen independently. The practice style also supports this by providing personalized and immediate feedback from the teacher so that students are more encouraged to ask questions and explore the material in more depth. Initiative

is impression-taking that reflects a proactive approach to satisfying needs, fosters personal growth and motivation, and ultimately leads to improved performance and satisfaction in various areas of life.

C. Confidence Factors

The influence of teaching style integration on students' self-confidence is reflected in their ability to self-regulate and belief in individual abilities. Results show that female students have a significant influence in this aspect, indicating that they feel more confident to manage and organize themselves in learning. The inclusive approach that gives students freedom in determining the level of difficulty and repetition provides an opportunity for students to strengthen their self-confidence through the success they achieve at each level of difficulty they have chosen themselves. Self-confidence is an individual's belief in their ability to solve various challenges faced so that they do not feel worried about what they are doing (Olivantina et al., 2018).

D. Problem Solving Ability Factor

One of the intriguing findings is that students' capacity to overcome obstacles and overcome issues, particularly when faced with challenging assignments, is significantly impacted. The integration of a practice style that provides demonstration and immediate feedback helps students to understand and try different strategies in overcoming difficulties. On the other hand, inclusion gives them the flexibility to learn at a more challenging or easier level, according to their respective abilities, so that they can develop their endurance and problem-solving skills gradually (Lesi & Nuraeni, 2021).

Overall, the results of this study indicate that the integration of practice style teaching and inclusion can have a significant impact on students' learning independence in physical education. This approach not only fosters responsibility, initiative and confidence, but also enhances students' ability to overcome difficult learning challenges.

The results of this study are in line with research that examines practice style teaching and inclusive teaching styles and finds a relatively positive influence on student independence. For example, research conducted by (Mangindaan 2023; Rivianto, Lengkong, and Pandaleke 2022) shows that the practice style of teaching is effective in improving learning outcomes and student independence; In line with this. (Wiranto et al., 2020) There are reports stating that the learning outcomes of students taught with the practice style of teaching show positive results in terms of responsibility and confidence in doing movement tasks. In one study, an experimental group taught inclusively achieved better results than a group taught in a command style. Other studies have also shown that inclusive teaching styles have a positive influence on physical education learning (Putra, 2018) .

Scientific evidence shows that practice style and inclusive teaching styles have a positive impact on students' independence although there are differences in students' learning independence from gender where male students show higher levels of independence compared to female students.

Conclusions

Based on the results of data analysis in this study, it shows that the integration of practice style teaching and inclusion is effective in increasing students' learning independence in Physical Education Sports and Health (PJOK). This integration gives students the freedom to choose the level of difficulty of the material, increasing responsibility, initiative, confidence,

and problem-solving skills. The results showed that male students had higher levels of independence than female students, although females showed significant improvements in the aspects of confidence and responsibility. This method not only helps students learn independently but also supports teachers to achieve professionalism through an inclusive learning approach that is responsive to students' individual needs.

Acknowledgment

Thanks to the Coordinator of the ULM Physical Education Study Program as well as the main Supervisor and also to the Co-Supervisor and the Head of the Muhammadiyah Martapura Nature Elementary School.

Conflict of interest

All authors stated that there was no internal conflict

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Information about the authors:

Pebriyandi, S. Pd: 2320129310006@mhs.ulm.ac.id, <https://orcid.org/0009-0005-6392-4416>, Pascasarjana Magister Pendidikan Jasmani, Universitas Lambung Mangkurat, Indonesia.

Dr. Mashud, S. Pd., M. Pd: mashud@ulm.ac.id, <https://orcid.org/0000-0003-3107-7134>, Pascasarjana Magister Pendidikan Jasmani, Universitas Lambung Mangkurat, Indonesia.

Dr. Herita Warni, M. Pd: hwarni@ulm.ac.id, <https://orcid.org/0009-0002-7113-1406>, Pascasarjana Magister Pendidikan Jasmani, Universitas Lambung Mangkurat, Indonesia.

Cite this article as: Pebriyandi *et al.* (2024). The Fostering Student Learning Independence in Physical Education Learning Based on Gender: Integrating Teaching Styles. *Indonesian Journal of Physical Education and Sport Science (IJPESS)*, 5(1), 1-14. <https://doi.org/10.52188/ijpess.v5i1.917>