



## Understanding Of Physical Education Teachers Towards The Threat Of Dangers Of Drugs And Violence To High School Students In Depok City

Solichin <sup>1</sup>, Akhmad Sobarna <sup>\*2</sup>, Muchamad Ishak <sup>3</sup>.

<sup>1</sup>Master of Physical Education Student, STKIP Pasundan, Cimahi City, West Java

<sup>2,3</sup>Lecturer of Master of Physical Education, STKIP Pasundan, Cimahi City, West Java

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### Abstract

This study aims to describe the perception of Physical Education Teachers on the Threat of Drug Abuse and Violence in High School Students in Depok City. In addition, this study also explores how teachers implement preventive measures in the learning space to overcome these problems. The focus of the study is directed at preventive efforts made by teachers in Physical Education, Sports and Health (PJOK) learning activities. This study uses a qualitative descriptive method with an exploratory approach. Data were collected through semi-structured interviews, field observations, and documentation studies. Interviews were conducted with PJOK teachers who have more than five years of experience teaching in high schools in Depok City. Data analysis was carried out through the stages of coding, categorization, and interpretation based on qualitative methods to explore the meaning and patterns of the data obtained. The results of the study indicate that PJOK teachers are aware of their important role in preventing drug abuse and violence in schools, but the implementation of preventive measures is often hampered by limited resources and operational policies. This study recommends strengthening the pedagogical competence of PJOK teachers through focused training, preparing specific operational prevention guidelines, and collaborating with schools and communities to create a safer and healthier learning environment..



\*Corresponding email : [akhmadsobarna9@gmail.com](mailto:akhmadsobarna9@gmail.com)

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## INTRODUCTION

Education is an effort to prepare students to face the challenges of their lives in the future. However the concept of education is formulated, its main goal is always to deliver students to maturity in terms of cognitive, affective, and psychomotor. It is in the educational space that the generation of this nation is entrusted to be prepared as well as possible to later be able to continue the development relay (Ujud et al., 2023).

Discussing education, it seems to be a theme that will never fade in its interest. This makes sense, because education is a problem that cannot be separated from the span of human life. This means that all problems that arise in human life will always appear as factors that must be adjusted and fulfilled by the education sector (Sholekah, 2020). Issues that move within the educational space are always developing and cannot be separated from issues that develop within the human and societal sphere.

Some of the issues that have hit the world of education lately are about violence. Violent behavior, whether involving fellow students, teachers, parents or guardians, or even with various communities in educational settings, is often present and becomes a hot topic of discussion in various media (Dixit et al., 2018). The word "bullying" has become familiar to say even though not many people can interpret it correctly.

Regardless of the context of right and wrong in an incident of violence in education, it seems that this is a problem that must be considered so that it does not spread to something that has an impact on the education process, whether on students, teachers, or other elements that have an influence on the education process.

If we only refer to the terminology of "violence", of course it can be said to be a

mistake. However, sometimes the interpretation of an event that it can be said to be violence or not, often invites dialogue from various perspectives. For example, in recent times we can see various debates that question the incident of a teacher giving punishment to students. Some people consider it an act of violence that is not commonly practiced in the world of education, but not a few consider that it is an implementation of the concept of punishment that must also be applied to a student who makes a mistake. This is also a means of educating, not an act of violence.

Various forms of interpretation of events in the school education space, whether it is ultimately concluded as an act of violence or not, often have an impact that goes too far, even to the legal realm. The intensity of tension becomes even higher when various media continue to expose it based on their respective understandings. The exposure in the social media space that is very intense ultimately seems to turn into a form of violence in itself that hits the soul of both the perpetrator and the victim. In the end, both parties who are debated in various perspectives eventually fall victim to violence, namely verbal violence that is revealed through various media.

Indonesian Child Protection Commission (KPAI) released the results of monitoring and complaints of violence in educational institutions. From January to October 2019, 127 cases of violence were recorded, consisting of physical, psychological and sexual violence (Mutiara & Eriyanto, 2020). Like the theory of the iceberg phenomenon, the data that is actually quite large is believed by many people to be only a small tip that appears on the surface. So, it can be assumed that the reality that occurs is actually very large. Because in a case of violence, not everyone has the awareness and courage to report it.

Regardless of the various debates that accompany the violent incidents that emerge in the world of school education, this actually has a negative impact on the ongoing education process. Ironically, the impacts that emerge tend to be accepted by students. Many negative implications are felt by students related to acts of violence that are very disturbing both physically and psychologically, which often make them have to drop out of the school education learning process.

Although the issue of violence in schools has been formally responded to through legal products issued by the government, namely Permendikbud No. 82 of 2015, in reality, operations in the field have not been implemented properly and effectively. This is not something that can be said to be strange, because ministerial regulations are a national policy that is still very general in nature, tending to be a legal umbrella for implementing an action. Meanwhile, with the diverse characteristics of schools in Indonesia with various socio-cultural diversities that surround them, more detailed and specific operational procedures are needed that regulate how to deal with acts of violence in schools. A clear and firm set of rules (SOP) will provide a guarantee to everyone involved in the learning process at school (teachers, students, principals, surrounding communities/guardians) to act correctly in accordance with their respective duties. With this, this study attempts to conduct a search, as well as formulation so that recommendations and relevant guideline products are produced to be applied in various schools with their respective characteristics. Thus, it is hoped that it will be an effective mechanism in order to deal with violence in the scope of school education.

As explained above, violence can occur in various forms in a system of school life relations. However, further in

this study will try to trace the discourse of violence that occurs in the space of student life. Especially in the city of Depok, until now there has been a lot of news of violence that is quite strong in the lives of teenagers in the school age range. The news that was very loud until the time this study was made was the news about motorcycle gangs that were full of violent events. It is known that most of the members of motorcycle gangs in the city of Depok are teenagers who are still of school age.

In addition to violence, another phenomenon that is no less strong at present is the influence of a hedonistic lifestyle through various types of consumption of alcoholic beverages and illegal drugs. Currently, various forms of illegal drugs are developing so that their forms and functions are sometimes neglected to realize that they are a serious threat to the younger generation. NAPZA is an acronym that has been formally used to classify various substances that are often misused by teenagers in fulfilling their pleasures (Dekawaty & Imardiani, 2020). Narcotics, Psychotropics and other Additives are a description of various types of substances which are currently declared prohibited by the government for free use, and even carry legal consequences for their users (Nur'artavia, 2017).

The changes in the era that occur basically bring their own challenges and obstacles that approach each generation in it. Of the many challenges that arise in life, among them are issues related to various comforts that are often not realized and will slowly damage the order of life. This is in accordance with the reality that everything that is present in this world is manifested in the form of binary opposition/pairs. Good bad, positive negative, and various other precise pairs are always present in various forms of reality that are symptomatic in human life. In this case, the function of education is

questioned and at the same time it is expected how far its ability to overcome various negative things that plague the lives of teenagers or students.

Related to the issue of violent behavior and drug threats, one of the subjects that clearly has a strong function is Physical Education, Sports and Health which in this article will be referred to as PJOK or physical education only. Why is physical education designated as one of the subjects that has a special role to handle the above? The literature review conducted by the researcher before deciding to conduct this research led to several conclusions about the role of physical education in overcoming the issue of drug threats and violence in students' lives, namely as follows :

Physical education has an important role in dealing with the threat of drug and addictive substance abuse (Napza) in students (Syawal Gultom, 2018) . The following are some of the functions of physical education in dealing with the threat of narcotics to students :

1. Health Education: Physical education can provide comprehensive knowledge about the negative effects of drug abuse on physical and mental health. Through health education, students can understand the risks associated with drug abuse and become more aware of the importance of maintaining good health.
2. Formation of a Healthy Lifestyle: Physical education can help students develop a healthy lifestyle that involves regular physical activity and exercise. By participating in sports and physical activities, students will have a healthy and satisfying alternative, reducing the risk of exposure to drugs.
3. Development of Social Skills: Through physical education, students

can develop social skills, such as teamwork, communication, and problem solving. These social skills are important in helping students cope with everyday pressures and find positive ways to deal with stress, thereby reducing the tendency to use drugs as an escape.

4. Increased Independence and Self-Confidence: Physical education can help students increase their independence and self-confidence through achievements in physical activities. Students who have strong self-confidence tend to have positive self-assessments and feel more able to cope with pressure or temptation to use drugs.
5. Creating a Positive Environment: Physical education can also help create a positive, inclusive, and drug-free school environment. By emphasizing values such as cooperation, tolerance, and respect, students will feel safer and supported to stay away from the negative influences of drugs..

Physical education, when integrated with a holistic approach and comprehensive health education, can play a vital role in preventing drug abuse in students. Through physical education, students can be provided with the understanding, skills, and supportive environment to live a healthy, drug-free life.

Meanwhile, regarding violence against adolescents (students), physical education has an important role (Sanusi & Dianasari, 2019). The following are some of the functions of physical education in overcoming violence against adolescents.:

1. Social Skills Development: Physical education can help adolescents develop social skills, such as teamwork, communication,

negotiation, and problem solving. These social skills can help adolescents resolve conflicts and improve understanding, empathy, and respect for others.

2. **Strengthening Self-Control:** Physical education involves self-discipline and emotional control. By following the rules of games and physical exercises, adolescents learn to control negative emotions, manage aggressive desires, and avoid violent actions.
3. **Conflict and Resolution Learning:** Through physical education, adolescents can learn to recognize, understand, and resolve conflicts in a constructive way. They are taught the importance of resolving conflicts peacefully and finding solutions together without violence.
4. **Developing a Sense of Responsibility:** Physical education can help adolescents develop a sense of responsibility towards themselves, their group, and their surroundings. By paying attention to the rules and ethics of sports, adolescents learn to be responsible for their actions and respect the rights of others.
5. **Improved Mental and Emotional Health:** Sports and physical activity in physical education can help reduce stress, improve mood, and improve the mental and emotional health of adolescents. With good mental health, teenagers are better able to cope with stress and avoid violent behavior. (Hanssen, 2023).

Unfortunately, the reality that often occurs in physical education today is that the subject often has not received attention to its importance in the structure of the education system in Indonesia. This is possible because until now, often in substance physical education is sometimes

not interpreted correctly. As a result, physical education in its implementation often becomes less than optimal because it is more concentrated on physical problems in a simple way as a mechanical system to meet the demands of mastering sports techniques.

This is not merely a justification or negative claim towards physical education. In reality, it can be proven how few works contain studies of physical education related to the two issues above, namely violence against adolescents and the threat of drug dangers. For this reason, this study aims to explore the extent to which physical education teachers perceive their main tasks and functions related to the two issues raised above. Furthermore, it will also try to explore further how these perceptions are implemented in learning activities in schools. The city of Depok was chosen because from the perspective of the reality of adolescent life, it has a complex phenomenon from the perspective of researchers. The progress of life patterns combined with various current trends that affect the lives of adolescents in the city of Depok is a unique factor to explore further as a reality that is suspected of having a fairly strong role in shaping the personality and behavior of adolescents/students.

## **METHODS**

This study uses a qualitative descriptive research type supported by an exploratory approach. The descriptive method is used because the researcher wants to describe and describe something that is observed in depth. Qualitative research is a type of research to explore and understand the meaning of individuals and groups that come from social problems (Creswell, J. W., & Poth, 2019). This study uses a qualitative research type, because the researcher wants to explore and focus on a phenomenon, and uses data in the

form of text and images in the research strategy.

Meanwhile (Sugiyono, 2017) defines qualitative research as a naturalistic investigation process that seeks in-depth knowledge about the experience of social phenomena. (Lexy J. Moleong., 2011) defines qualitative research as an approach or exploration to explore and understand a central symptom. The qualitative approach was chosen by the author to examine various social and cultural phenomena in a natural/scientific atmosphere, not in controlled or laboratory conditions.

Qualitative research is used to examine the natural conditions of objects, where the researcher is the key instrument (Arifin, 2011). This research is descriptive analytical, namely the data obtained is not expressed in the form of numbers or statistical figures, but remains in qualitative form which has a richer meaning than just numbers or phenomena (Hardani, Auliya, N. H., Andriani, H., Fardani, R. A., Ustiwaty, J., Utami & Sukmana, D. J., & Istiqomah, 2020).

### **Participants**

Menurut (Sugiyono, 2017) Population is a generalization area consisting of objects or subjects that have a certain quantity and characteristics determined by researchers to be studied and then concluded. The same thing according to Suharsimi (Suharsimi Arikunto, 2016) population is the entire research subject. Meanwhile, according to (Zriah, 2017), population is all data that is of concern to researchers in a certain scope and time. The population in this study were teachers who taught Physical Education, Sports and Health at SMA Negeri Kota Depok as many as 48 teachers.

### **Sampling Procedures**

According to (Sugiyono, 2017) a sample is a portion of the number and

characteristics possessed by a population. The sampling technique in this study used the Purposive Sampling technique. So the sample of this study was a Physical Education teacher who had been teaching for more than 5 years, as many as 20 teachers.

### **Materials and Apparatus**

The data collection methods and instruments that will be used are as follows :

#### **1. Observation**

Observation is when researchers make field notes about the behavior and activities of individuals at the research location. This observation is open-ended in which researchers ask general questions to participants that allow participants to freely provide their views (Creswell, 2007). In this observation, researchers will use unstructured observation.

#### **2. Interview**

The researcher conducts face-to-face, telephone, or email interviews with informants, these interviews involve semi-structured interviews and questions that are generally open and few in number intended to obtain views and opinions from informants (Creswell, 2007). Interviews will be conducted with high school PJOK teachers in Depok, these interviews aim to obtain data on interpretations of various incidents of violence among students as well as the threat of narcotics and how they implement them in PJOK learning.

#### **3. Documentation**

During the process, researchers can collect public documents such as newspapers, meeting minutes, official reports or personal documents such as personal journals, and diaries, letters, emails (Creswell, 2007)

### Design or Data Analysis

In data analysis, the following stages are used:

- a. Organizing and processing analysis data. Involving interview data, selecting field note data, sorting data, sorting and arranging data types based on informant sources.
- b. Read and view all data. This step provides an overview of the information and an opportunity to reflect on the whole. General ideas, overall impressions, credibility and other information, at this stage ideas are starting to form.
- c. At this stage, start coding all data. Coding is the process of organizing data by bracketing pieces or text or images and writing a word that represents according to Rossman & Rallis in. This involves taking text or image data collected during data collection, grouping sentences or paragraphs into categories and labeling the categories with terms.
- d. Applying the coding process to describe the settings, categories, and themes to be analyzed. Description involves efforts to convey detailed information about people, locations, or events in a particular setting. Then the researcher creates codes to describe all of this information. Then, apply the coding process to create a small number of themes or categories, from which themes are used to create titles in the research results section.
- e. Showing how the descriptions and themes will be presented again in the form of a narrative/qualitative report. In this stage, an approach is usually used that includes a discussion of the chronology of events, themes.
- f. Interpreting or giving meaning to data. Interpreting is like giving

meaning to something. Interpretation is also a meaning that comes from a comparison between research results and information from literature or theory. This interpretation can also be a new question that needs to be answered, then questions that arise from data and analysis are not from the results of the predictions themselves.

### RESULT

#### 1. Violence in Schools: Between the Influence of Youth Gangs and Drugs

Violent behavior in youth gangs not only harms the individuals involved but also disrupts social stability. A study revealed that gang members tend to show higher levels of aggressive behavior compared to adolescents who are not members of these groups (Pyrooz & Sweeten, 2015). Factors that trigger this behavior include peer influence, weak parental supervision, exposure to media containing violence, and lack of involvement in positive activities (Eriksson et al., 2021).

In recent years, the phenomenon of youth gangs has become increasingly prevalent in urban areas, including in Depok City. These gangs generally consist of high school/vocational school-aged teenagers who seek identity and solidarity through groups. However, many of these groups tend to engage in negative behavior, such as brawls, destruction of public facilities, and drug abuse.

The main factor that drives the emergence of these youth gangs is the need for recognition and togetherness, especially for those who receive less attention at home or school. Urban environments with high levels of heterogeneity also facilitate the formation of gangs as a form of self-protection and group existence. In Depok City, for example, the emergence of youth gangs is often highlighted because of their actions that disrupt public order and disturb the community.

The phenomenon of youth gangs also appears in schools where the participants involved in this study were. One of the

participants—Mr. Syahriad revealed that violence, especially in the form of bullying, often occurs in his school, with gang dynamics formed between students. He said, "Usually there is bullying from seniors... when they feel strong, the weak must become the object of the strong." Mr. Syahriad explained that violence occurs because of feelings of superiority from the stronger group to the weaker group, which often manifests itself in the form of bullying. This is in line with the Theory of Social Aggression (Crick & Grotpeter, 2015) which explains that social aggression in the context of schools often comes from an imbalance of power in social groups. Individuals who feel strong or have power will oppress the weaker. In this case, gangs in schools that carry out bullying reflect differences in social status between students that are exploited to gain dominance.

Furthermore, in the FGD which was also conducted in this study, it also touched on the phenomenon of violence that is increasingly horrific and cruel among teenagers today, even though their academic development is getting better. This is an interesting paradox to analyze. One of the FGD participants stated "Why is violence more horrific today? Children suddenly slash, children suddenly stab children, suddenly even commit structured murder. Why does this appear when our academic abilities are much better than before?"

This statement reflects concerns about the increase in violence among teenagers even though they are more advanced academically. This phenomenon shows a dissonance between cognitive intelligence and social-emotional development of teenagers. Academically, perhaps this is predictable and no longer surprising, although of course it still makes us all sad. Goleman (1995), stated that even though teenagers have better cognitive abilities, they may lack in terms of emotional management and social skills. Without these abilities, teenagers can more easily fall into aggressive and violent behavior, even though they may have good academic grades.

## 2. Causes of Violence Among Adolescents and Factors That Influence It.

A deep understanding of the causes and factors influencing violence among youth is essential to formulate effective preventive measures. Through this analysis, it is hoped that solutions can be found that not only reduce the number of violence cases, but also build a culture of peace among the younger generation.

Pak Rusman, sebagai salah satu respondents, explained that violent behavior among teenagers can be understood through three main factors: sociological, psychological, and biological. He stated :

"The first is from a sociological perspective. How he socializes, to what extent he socializes. That's the first. Second, the psychological factor of a person's psyche... and another thing we have to pay attention to is the biological factor."

This shows an interesting understanding and understanding from teachers that violence is not only influenced by one factor, but by a complex interaction between the social environment, psychological conditions, and biological factors of the adolescents themselves. This is in line with the Social Aggression Theory by Crick & Grotpeter (2015) which states that social aggression is often rooted in group dynamics and feelings of individual superiority in the group. In this context, adolescents who feel stronger or more dominant in their relationships tend to bully their peers who are considered weaker.

Based on the Behavior Change theory (Fishbein & Ajzen, 2015), behavioral change, especially related to drug abuse, depends not only on cognitive understanding, but also on emotional experience and social influence. Therefore, although formal education through PJOK lessons is important, more effective prevention efforts require an approach that involves real experiences or deeper social interactions, such as educational campaigns conducted by authorities such as the BNN or the police.

## 3. Understanding and Response of Physical Education Teachers to Violent Behavior and Drug Abuse Among Adolescents.

Physical Education, Sports, and Health (PJOK) teachers play a strategic role in monitoring and shaping student behavior at



school. As part of the education curriculum, PJOK not only focuses on developing physical skills, but also on character building and students' mental health. In this context, the views of PJOK teachers on violence and drugs are important to understand, because they are at the forefront of detecting, preventing, and handling such deviant behavior.

Pak Syahriad menceritakan bahwa Drug abuse, although not very frequent, has occurred in his school, such as the use of gorilla tobacco. He said :

"I have seen students who have gum in their mouths... their appearance changes, they are often absent, they have no motivation at all... we call them, usually there are indications of using narcotics."

From this quote, it can be seen that changes in student behavior, such as decreased motivation and physical changes, are early signs that can indicate drug abuse. This must be understood by teachers as something that must be considered and watched out for. Although, the signs that are revealed with the naked eye cannot then be used as a basis for just concluding, but as a teacher who is responsible for his profession, he must see it as something to be vigilant about, rather than being too late for everything. The Theory of Substance Abuse in Adolescents (Botvin, 2008) explains that adolescents tend to be involved in drug abuse because of peer pressure, stress, or emotional dissatisfaction.

#### **4. The Role of Physical Education Teachers in Handling Violence and Drug Abuse**

Guru Pendidikan Jasmani, Olahraga, dan Health (PJOK) has a strategic role in the formation of character and healthy behavior of students. As part of the education system, PJOK teachers are not only responsible for teaching physical skills, but also have a significant role in building moral values, discipline, and self-control of students. In the context of violence and abuse of NAPZA (Narcotics, Psychotropics, and other Addictive Substances), PJOK teachers can be agents of change that help reduce the prevalence of both problems in the school environment.

Mr. Rusman expressed his understanding of NAPZA (Narcotics, Psychotropics, and Addictive Substances) and how he suggested to stay away from the use of these illegal substances. He stated :

"For narcotics, it's narcotics and illegal addictive substances like maybe the old ones, sir. Something like marijuana, you know, the tree has that shape. You know, it's heroin, heroin powder, things like that."

However, Mr. Rusman also admitted that even though he had a basic understanding of narcotics, he had never directly seen evidence of narcotics abuse in his school, while he believed that knowledge about narcotics was very important to teach to students..

Based on the interview with Mr. Rusman, it can be concluded that violence and drug abuse among teenagers are influenced by various factors, including social environment, family, and peer relationships. Although physical education teachers have a very important role in preventing violence and educating students about the dangers of drugs, they often face limitations in terms of curriculum and educational provision related to these issues. Therefore, it is important for physical education to develop a more comprehensive and integrated approach in dealing with broader social problems, such as violence and drug abuse.

#### **5. Challenges in Addressing Drug Abuse and Violence**

One of the main challenges is the complexity of the causal factors involving psychological, social, and environmental aspects. Research shows that drug abuse is often a trigger for violent behavior, because these substances can affect emotional control and increase individual aggression (White & Gorman, 2000). Conversely, violence can also be a risk factor for someone to use drugs as a form of escape from trauma or life stress experienced (Rogers et al., 2018).

From interviews with participants, it can be concluded that PJOK teachers have an important role in overcoming juvenile delinquency, including drug abuse and violence, although this role is not limited to just subject matter. Schools need to provide a character-based approach, with a persuasive approach that is closer to students. However,

to achieve optimal results, collaboration between schools, parents, and authorities is essential. Educational programs involving external parties such as the BNN and the police as well as guidance and counseling programs need to be strengthened to address this problem comprehensively.

## CONCLUSION

Some of the main findings obtained from interviews with PJOK teachers in various schools in Depok City are as follows :

1. Keterlibatan Guru PJOK dalam Addressing Juvenile Delinquency: Physical Education teachers are often very close to students, facilitating open communication channels between students and teachers. The emotional approach and direct interaction that occurs during physical education lessons allow teachers to detect social problems such as drug abuse and violence among students.
2. Students' Knowledge of Drugs: Although material about the dangers of drugs is taught in physical education lessons, students' knowledge of this issue is still limited. This is often caused by a lack of in-depth understanding and an overly theoretical approach to learning.
3. The Relationship Between Drug Abuse and Violent Behavior: Drug abuse among teenagers, especially those involved in motorcycle gangs, is often associated with violent behavior. Drug use can increase aggression, increase violence, and affect students' emotional control, which in turn triggers violent acts in the form of bullying or fighting.
4. Challenges in Interventions and Approaches Applied: Physical Education teachers face challenges in addressing this issue due to limited time and resources. The approach taken is more persuasive and personal, but they admit that the success of overcoming juvenile delinquency, drugs, and violence requires stronger cooperation with parents, guidance counseling, and authorities such as the BNN and the police.

5. The Role of Family and External Assistance: Although many efforts have been made in schools to overcome this problem, the role of the family and external parties greatly determines the effectiveness of the intervention. Physical Education teachers are recognized as the first link that can detect student problems, but cooperation with families and authorities is needed to resolve this problem.

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