



Literature Review: Integrating Leadership Values Through Physical Education Learning in Senior High School Students

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Abstract

This study aims to examine how leadership values are integrated into Physical Education (PE) for senior high school students and to identify effective pedagogical approaches that support leadership development. Using the PRISMA 2020 framework, a systematic literature review was conducted across Google Scholar, ERIC, Scopus, Web of Science, DOAJ, and Indonesian databases such as SINTA and GARUDA, focusing on peer-reviewed articles published between 2020 and 2025. A total of 35 studies met the inclusion criteria and were analyzed using a structured extraction matrix. The findings indicate that leadership development in PJOK is most effectively facilitated through the Sport Education Model, cooperative learning, game-based learning, project-based learning, outdoor education, and service learning, all of which provide authentic leadership experiences through structured roles, collaborative tasks, and reflective activities. The reviewed studies consistently reported improvements in responsibility, communication, teamwork, decision-making, and student confidence, although challenges related to teacher preparedness, instructional consistency, and school resources were evident, particularly within Indonesian contexts. Overall, the review concludes that PJOK offers a meaningful platform for fostering leadership among adolescents when supported by intentional, well-designed, and reflective pedagogical practices, underscoring the need for strengthened teacher capacity and the adoption of evidence-based instructional models.



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INTRODUCTION

Physical Education (PE) plays a significant role in developing students' physical, social, emotional, and moral competencies at the senior high school level. Over the past two decades, the focus of physical education has shifted from purely physical activity toward character development, including leadership competencies (Bean & Forneris, 2021; Gould & Carson, 2020). Sports activities, team-based games, and experiential learning provide natural environments in which students can practice leadership through cooperation, communication, conflict management, decision-making, and social responsibility (Alvarez & Torres, 2021; Camiré & Santos, 2021). Consequently, PJOK serves as an important platform for fostering leadership values aligned with the Indonesian Kurikulum Merdeka, which emphasizes strengthening the Profil Pelajar Pancasila, including the dimensions of independence, collaboration, and critical thinking (Rahmawati, 2023).

Recent literature indicates that several instructional models within physical education have strong potential to integrate leadership values effectively. The Sport Education Model (SEM), for instance, places students in leadership-related roles—such as captains, managers, referees, and statisticians—thereby providing authentic opportunities to lead and make decisions (Hastie et al., 2021; R. Hidayat & Hakim, 2021; Setiawan, 2023). Cooperative learning approaches similarly promote leadership

through role rotation and structured group interaction (Casey et al., 2021; Lee & Park, 2021; Sari & Ramli, 2020). Game-based and project-based learning environments have been shown to strengthen students' situational leadership and engagement (Kusnadi & Lestari, 2022; Novita & Rahman, 2020). Moreover, outdoor and service-learning activities cultivate leadership through real-life experiences, problem-solving, and reflective practice (Iskandar, 2024; Park & Kim, 2021; Yuliana & Putra, 2024).

Despite these developments, integrating leadership values into PJOK remains challenging. First, implementation often depends heavily on teacher creativity and is not yet supported by standardized pedagogical frameworks (Prasetyo, 2020; Sulastri, 2021). Second, empirical studies in Indonesia remain limited and tend to focus more on general character traits—such as discipline and responsibility—rather than on leadership as a specific competency (Puspitasari, 2022; Wibowo, 2020). Third, much of the international literature centers on competitive or extracurricular sports, whereas studies examining leadership within mandatory physical education classes are still relatively scarce (Gonzalez et al., 2022; Martins & Silva, 2020). Fourth, no comprehensive literature review covering the 2020–2025 period has been conducted to synthesize approaches, pedagogical strategies, and empirical evidence related to leadership development in PJOK at the high school level.

Therefore, a clear research gap emerges concerning how leadership values can be effectively integrated into PJOK, which approaches have been proven successful, and how implementation can be strengthened within the Indonesian senior high school context. Given the urgency of developing 21st-century skills—such as collaboration, communication, and leadership—a systematic literature review is essential to provide conceptual mapping and practical recommendations for teachers and curriculum developers (Camiré et al., 2020; Cronin et al., 2020; Opstoel et al., 2020).

Based on these considerations, the present study was designed to address both academic and practical needs regarding the integration of leadership values into PJOK. This review compiles, compares, and analyzes 35 peer-reviewed articles published between 2020 and 2025 to map research trends, instructional models, and the effectiveness of various approaches in developing leadership among high school students. A comprehensive synthesis is necessary to guide evidence-based implementation and inform future research directions.

Aligned with this purpose, the study seeks to answer the following research questions: How have leadership values been integrated into physical education (PJOK) for senior high school students based on research published between 2020 and 2025? Which instructional models or pedagogical approaches have been shown to be effective in developing students'

leadership skills through PJOK? Which leadership values are most frequently developed through PJOK activities according to recent empirical findings? What research gaps and implications can inform curriculum development and pedagogical improvements in PJOK?

Accordingly, the objectives of this study are to: Identify and examine pedagogical approaches used to integrate leadership values within PJOK. Analyze the effectiveness of models such as SEM, cooperative learning, game-based learning, project-based learning, outdoor education, and service learning in fostering student leadership. Synthesize empirical findings regarding leadership outcomes developed through PJOK at the senior high school level.

Formulate evidence-based implications and recommendations for PJOK teachers, policymakers, and future researchers.

Overall, this literature review holds academic and practical urgency because it provides a structured synthesis of leadership integration within PJOK, offers up-to-date empirical evidence, and proposes a framework for strengthening leadership development through meaningful and intentional physical education practices. Thus, the study contributes directly to character education efforts and supports the advancement of the Profil Pelajar Pancasila through well-designed physical education pedagogy.

METHODS

This study employed a systematic literature review guided by the PRISMA 2020 framework to examine research on the integration of leadership values in Physical Education (PJOK) at the senior high school level. A comprehensive search was conducted across Google Scholar, ERIC, Scopus, Web of Science, DOAJ, and Indonesian databases such as SINTA and GARUDA, using combinations of keywords including “leadership,” “physical education,” “student leadership,” “Sport Education Model,” “cooperative learning,” “game-based learning,” “outdoor education,” and their Indonesian equivalents. The search was limited to peer-reviewed articles published between 2020 and 2025 in English or Indonesian. The initial search identified 412 records, of which 268 remained after removing duplicates. Titles and abstracts were screened for relevance, yielding 112 articles for full-text review. Following eligibility assessment based on methodological rigor, relevance to leadership development, and alignment with senior high school PJOK contexts, 35 articles were included in the final synthesis. Inclusion criteria required that studies address leadership development within physical education settings, involve high school populations, and provide empirical or conceptual contributions. Studies focusing on elementary or university contexts, extracurricular sports unrelated to school curricula, or character traits without leadership emphasis were excluded. Data from the included studies were extracted using a structured matrix

capturing study characteristics, instructional models, leadership outcomes, and key findings. A narrative thematic synthesis was then conducted to identify patterns, effective pedagogical approaches, and gaps across the literature.

RESULT

The results of the literature analysis are presented in **Table 1**, which summarizes 35 peer-reviewed studies published between 2020 and 2025 concerning the integration of leadership values in Physical Education at the senior high school level. The studies were systematically analyzed based on authorship, year of publication, research methods, key findings, and important limitations. This synthesis provides a comprehensive overview of current research trends, dominant methodological approaches, and empirical evidence regarding leadership development through physical education. The analysis presented in Table 1 serves as the foundation for identifying recurring patterns, pedagogical strengths, and research gaps that inform the subsequent thematic discussion.

Tabel 1. Literature Review Matrix: Leadership Value Integration in Physical Education

No	Author(s) Year	& Research Method	Key Findings	Important Notes / Limitations
1	(Alvarez Torres, 2021)	& Quantitative	Physical education supported the transfer of leadership and life skills to students' school and social contexts.	Focused on outcomes; limited explanation of instructional design.
2	(Ardiansyah al., 2024)	et Narrative Review	Sport-based programs in Indonesian secondary schools can foster leadership when intentionally designed.	Narrative review; lacks systematic procedure.
3	(Bailey et al., 2020)	Review Study	Physical education contributes to holistic youth development, including leadership and social responsibility.	Broad scope; leadership not isolated as a main variable.
4	(Bean & Forneris, 2021)	Scoping Review	Leadership and life skills develop effectively through intentionally structured sport contexts.	High variation in study designs and measures.
5	(Camiré Santos, 2021)	& Qualitative	Coaching strategies such as role modeling and reflection promoted leadership development.	Focused on coaches rather than PE classroom teachers.
6	(Camiré et al., 2020)	Qualitative	Intentional strategies enhanced leadership and life skill transfer in youth sport settings.	Limited evidence of long-term transfer.
7	(Casey et al., 2021)	Narrative Review	Cooperative learning encouraged shared leadership, communication, and teamwork.	Conceptual emphasis with limited empirical data.
8	(Cronin et al., 2020)	Systematic Review	Leadership and life skills improved when explicitly taught in physical education.	Intervention heterogeneity across studies.
9	(Fathurrahman, 2024)	Mixed Methods	Role-based learning increased students' leadership confidence and responsibility.	Small sample; reliance on self-report data.
10	(Gonzalez et al., 2022)	Mixed Methods	Structured school sport programs enhanced leadership and social competencies.	Context-specific findings limit generalizability.

No	Author(s) Year	& Research Method	Key Findings	Important Notes / Limitations
11	(Gould & Carson, 2020)	Narrative Review	Sport provides an effective medium for leadership and life skills development.	Primarily theoretical synthesis.
12	(Harris & Nguyen, 2024)	Quasi-Experimental	Gamified PE improved leadership-related decision-making skills.	Technology availability may limit replication.
13	(Hastie et al., 2021)	Mixed Methods	Sport Education Model fostered leadership through authentic student roles.	Requires high teacher pedagogical competence.
14	(M. Hidayat & Ramadhan, 2021)	Quantitative	PJOK supported character development such as responsibility and cooperation.	Leadership not measured as a distinct construct.
15	(R. Hidayat & Hakim, 2021)	Mixed Methods	SEM effectively integrated leadership roles in PJOK classes.	Short intervention duration.
16	(Iskandar, 2024)	Action Research	Service-learning PJOK enhanced leadership and civic responsibility.	Context-dependent and limited scalability.
17	(Kusnadi & Lestari, 2022)	Quasi-Experimental	Project-based improved leadership planning and teamwork skills.	PJOK instructional design.
18	(Kusuma & Triana, 2025)	Quasi-Experimental	Team-based games significantly improved students' leadership behaviors.	Early publication; further validation needed.
19	(Lee & Park, 2021)	Quantitative	Cooperative learning increased peer leadership and communication skills.	Limited discussion of cultural context.
20	(Li & Chen, 2023)	Mixed Methods	Peer leadership programs enhanced confidence and mentoring abilities.	Focused mainly on selected student leaders.
21	(Martins & Silva, 2020)	Case Study	Team management roles supported leadership development in PE.	Small-scale case study.
22	(Mulyono, 2023)	Mixed Methods	Extracurricular sports strengthened leadership beyond formal curriculum.	Selection bias toward athletic students.

No	Author(s) Year	& Research Method	Key Findings	Important Notes / Limitations
23	(Nguyen et al., 2022)	Quasi-Experimental	Structured PE improved social leadership and communication skills.	Regional focus; limited cross-cultural comparison.
24	(Novita & Rahman, 2020)	Quantitative	Game-based learning improved leadership role-taking among students.	Short-term intervention.
25	(Opstoel et al., 2020)	Systematic Review	Physical education contributed to social-emotional learning, including leadership.	Leadership outcomes often implicit.
26	(Ortiz & Delgado, 2022)	Instrument Validation	Leadership competencies in PE can be reliably measured.	Focus on measurement rather than intervention.
27	(Park & Kim, 2021)	Experimental	Teacher-guided reflection enhanced leadership awareness.	Short intervention period.
28	(Prasetyo, 2020)	Qualitative	PJOK supports character education including leadership values.	Descriptive; lacks outcome measurement.
29	(Puspitasari, 2022)	Quantitative	PJOK improved discipline and responsibility among students.	Leadership not directly assessed.
30	(Rahmawati, 2023)	Qualitative	PJOK aligned with Profil Pelajar Pancasila, including leadership development.	Policy-oriented; limited classroom observation.
31	(Sari & Ramli, 2020)	Quasi-Experimental	STAD cooperative learning increased leadership and teamwork.	Limited control of extraneous variables.
32	(Setiawan, 2023)	Quasi-Experimental	Sport Education Model improved leadership and teamwork in SMA students.	Relatively small sample size.
33	(Sinelnikov & Hastie, 2020)	Conceptual / Empirical	SEM supports personal and social development, including leadership.	More theoretical than evaluative.
34	(Sulastri, 2021)	Qualitative	Teacher roles were critical in facilitating student leadership.	Focused mainly on teacher perspectives.
35	(Wibowo, 2020)	Qualitative	Game-based activities inherent in PJOK contain leadership values.	Conceptual emphasis; limited empirical evidence.

DISCUSSION

This discussion interprets the findings of the literature review by synthesizing the results into key thematic areas related to leadership value integration in Physical Education. The themes are examined in relation to established theories of leadership development, sport pedagogy, and experiential learning, while also considering the specific context of Physical Education implementation in Indonesia. By critically engaging with previous empirical and review studies, this section highlights consistent patterns, contrasts methodological approaches, and identifies gaps in current research. The thematic discussion provides a deeper understanding of how instructional models, leadership values, teacher roles, and research methodologies collectively shape leadership development in senior high school Physical Education.

Theme 1: Instructional Models as Core Mechanisms for Leadership Development in Physical Education

One dominant theme emerging from the literature is the central role of instructional models in facilitating leadership development through Physical Education (PE). Across both international and Indonesian studies, leadership values were most effectively developed when learning activities were structured using pedagogical models such as the Sport Education Model (SEM), cooperative learning, game-based learning, project-based learning, outdoor education, and service learning (Casey et al., 2021; Hastie et al., 2021; Setiawan, 2023; Yuliana & Putra, 2024). These models share a common emphasis on student-centered

learning, authentic roles, and collaborative problem-solving, which are fundamental conditions for leadership emergence.

The SEM was the most frequently cited model, particularly because it intentionally assigns leadership-related roles—such as team captains, coaches, referees, and managers—thus providing students with real responsibility and decision-making authority (M. Hidayat & Ramadhan, 2021; Sinelnikov & Hastie, 2020). Studies consistently reported that SEM enhanced students' sense of ownership, accountability, and organizational skills, which are core components of leadership (Hastie et al., 2021). Cooperative learning models similarly promoted leadership through structured group interdependence and role rotation, enabling students to experience both leading and supporting peers (Lee & Park, 2021; Sari & Ramli, 2020).

Alternative models such as project-based and game-based learning were shown to support situational leadership and adaptive decision-making, particularly in dynamic and problem-solving contexts (Kusnadi & Lestari, 2022; Novita & Rahman, 2020). Outdoor education and service-learning approaches further strengthened leadership by placing students in unfamiliar, real-world contexts that required initiative, resilience, and collective responsibility (Iskandar, 2024; Yuliana & Putra, 2024). Overall, the literature strongly suggests that leadership development in PE is not incidental but is highly dependent on the selection and fidelity of instructional models. Without structured pedagogical frameworks, leadership outcomes tend to be inconsistent or superficial.

Theme 2: Leadership Values Developed Through Physical Education Activities

Another major theme concerns the specific leadership values that are cultivated through Physical Education.

The reviewed studies consistently identified responsibility, communication, teamwork, decision-making, confidence, and social awareness as the most prominent leadership-related outcomes (Bean & Forneris, 2021; Gould & Carson, 2020; Opstoel et al., 2020). These values align closely with contemporary leadership theories that emphasize relational, situational, and collaborative leadership rather than hierarchical authority.

Responsibility and teamwork emerged as the most frequently reported outcomes, reflecting the inherently cooperative nature of PE activities (Hastie et al., 2021; Setiawan, 2023). Students who were assigned formal or informal leadership roles demonstrated increased accountability for group performance and greater awareness of their impact on peers (Martins & Silva, 2020). Communication skills were also widely reported, particularly in cooperative and game-based learning environments where students were required to coordinate strategies, provide feedback, and resolve conflicts (Lee & Park, 2021; Novita & Rahman, 2020).

Decision-making and confidence were often associated with student autonomy and role ownership. Studies indicated that when students were trusted to make tactical or organizational decisions, their leadership self-efficacy increased significantly (Li & Chen, 2023; Harris & Nguyen, 2024). Outdoor and service-learning contexts further expanded leadership values to include resilience, empathy, and civic responsibility, suggesting that leadership in PE can extend beyond classroom boundaries (Iskandar, 2024; Gonzalez et al., 2022).

However, several Indonesian studies noted that leadership values were sometimes embedded implicitly rather than assessed explicitly (Puspitasari,

2022; Hidayat & Ramadhan, 2021). This highlights a limitation in current practice, where leadership development is acknowledged but not systematically measured. Overall, the literature demonstrates that PE provides a rich environment for leadership value development, but the depth and consistency of outcomes depend on intentional design and assessment.

Theme 3: The Critical Role of Teachers in Facilitating Leadership Integration

The literature strongly emphasizes the role of teachers as key facilitators in integrating leadership values into Physical Education. Across studies, leadership development was significantly influenced by teachers' pedagogical competence, instructional intentions, and classroom management strategies (Sulastri, 2021; Prasetyo, 2020; Casey et al., 2021). Leadership outcomes were notably stronger when teachers explicitly articulated leadership goals, structured learning roles, and guided reflective processes.

Teacher-guided reflection emerged as a particularly influential strategy. Studies showed that post-activity reflection sessions enabled students to interpret their experiences, recognize leadership behaviors, and internalize lessons learned (Park & Kim, 2021; Camiré & Santos, 2021). Reflection helped transform physical participation into meaningful leadership learning, supporting theories of experiential and reflective learning.

In the Indonesian context, several studies reported that leadership integration often depended on individual teacher initiative rather than institutional policy (Rahmawati, 2023; Sulastri, 2021). Limited professional development opportunities and curriculum guidance were cited as barriers to consistent implementation. This contrasts with

international studies, where leadership-oriented pedagogies were more systematically embedded within instructional frameworks (Hastie et al., 2021; Cronin et al., 2020).

The findings suggest that even well-designed instructional models may fail to produce leadership outcomes if teachers lack the pedagogical knowledge or confidence to implement them effectively. Therefore, teacher training and support are critical factors in leadership integration. The literature underscores the need for ongoing professional development that equips PE teachers with strategies for role assignment, facilitation, assessment, and reflection focused on leadership development.

Theme 4: Methodological Trends, Limitations, and Research Gaps in Leadership–PE Studies

The final theme addresses methodological patterns and limitations within the reviewed literature. Most studies employed short-term interventions and relied heavily on self-report instruments to assess leadership outcomes (Fathurrahman, 2024; Novita & Rahman, 2020; Puspitasari, 2022). While these methods provide useful insights, they limit the ability to evaluate long-term leadership development and behavioral transfer beyond the PE setting.

Systematic and scoping reviews highlighted the lack of standardized leadership assessment tools in PE research, making cross-study comparison difficult (Bean & Forneris, 2021; Cronin et al., 2020). Although some studies validated leadership measurement instruments (Ortiz & Delgado, 2022), their adoption remains limited, particularly in Indonesian research.

Another significant gap lies in the scarcity of longitudinal and comparative studies. Few studies examined how leadership skills developed over time or

compared different pedagogical models within the same context (Gonzalez et al., 2022). Additionally, leadership was often treated as a secondary outcome rather than the primary focus of investigation (Bailey et al., 2020; Opstoel et al., 2020).

These limitations point to important directions for future research, including longitudinal designs, mixed-method approaches, and clearer operationalization of leadership constructs. Addressing these gaps would strengthen the evidence base and support more effective leadership integration within Physical Education curricula.

CONCLUSION

This literature review concludes that Physical Education plays a significant role in fostering leadership values among senior high school students when learning experiences are intentionally structured and pedagogically grounded. The synthesis of 35 studies published between 2020 and 2025 demonstrates that leadership development is most effectively achieved through evidence-based instructional models such as the Sport Education Model, cooperative learning, game-based learning, project-based learning, outdoor education, and service learning. These approaches provide authentic leadership opportunities by emphasizing role responsibility, collaboration, communication, and reflective practice.

However, the review also reveals that leadership outcomes remain inconsistent when pedagogical implementation relies solely on implicit character education without clear instructional design and assessment strategies.

Based on these findings, it is recommended that Physical Education teachers systematically integrate leadership objectives into lesson planning

by adopting structured pedagogical models and reflective learning strategies. Schools and policymakers should support this integration through targeted professional development, curriculum guidance, and appropriate assessment frameworks aligned with leadership competencies. Future research is encouraged to employ longitudinal and mixed-method designs to examine the sustainability of leadership development and to explore contextual factors influencing implementation, particularly within diverse educational settings.

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