

Disciplinary Levels of Student Volleyball Athletes

Sahabuddin^{1A-E*}, Hikmad Hakim^{2B-D}, Syahrudin^{3B-D}, Davi Sofyan^{3C-E}

¹Faculty of Sports and Health Sciences, Makassar State University, Makassar City, South Sulawesi, Indonesia

²Faculty of Sports and Health Sciences, Makassar State University, Makassar City, South Sulawesi, Indonesia

³Faculty of Sports and Health Sciences, Makassar State University, Makassar City, South Sulawesi, Indonesia

⁴Faculty of Teaching and Educational Sciences, Universitas Majalengka, Majalengka, West Java, Indonesia

ABSTRACT

Discipline aims to train athletes to show the values of obedience, loyalty, and order, which lead to ideals and cannot be separated from the influence of their family, who always supports them. Athletes and all professions possess disciplined attitudes, and everyone, especially coaches, who are good training examples, must be disciplined. Disciplined behaviour will not grow but requires self-awareness, training, habits, and punishment for athletes who violate it. Discipline arises from the need to balance what an individual wants to do and what others want to do. This balance is met until certain time limits. This research aims to determine The level of discipline of BKMf Volleyball FIKK UNM athletes. The population of this research is all BKMf Volleyball FIKK UNM athletes who participate in volleyball activities, with a research sample of 30 athletes selected as a saturated sample or total population. The data analysis techniques used are descriptive, data normality, and the SPSS program categorisation. Based on the results of data analysis, this research concludes that The level of discipline of BKMf Volleyball FIKK UNM athletes is in the Discipline Category.

Keywords: discipline; volleyball; students athletes

Corresponding author:

*Sahabuddin, Faculty of Sports and Health Sciences, Makassar State University, Makassar City, South Sulawesi, Indonesia

E-mail: sahabuddin@unm.ac.id

Article History:

Received: September 20, 2023

Accepted after revision: October 23, 2023

First Published Online: October 30, 2023

Authors' contribution:

A) Conception and design of the study;

B) Acquisition of data;

C) Analysis and interpretation of data;

D) Manuscript preparation;

E) Obtaining funding.

Cite this article:

Sahabuddin, Hakim, H., Syahrudin, & Sofyan, D. (2023). Disciplinary Levels of Student Volleyball Athletes *Indonesian Journal of Sport Management*, 3(2), 242-260.
<https://doi.org/10.31949/ijsm.v3i1.7256>

INTRODUCTION

The definition of sport according to UNESCO is any physical activity in the form of games carried out in the form of competitions against other people, natural elements or oneself. Sports, in the basic pattern of national development, are forms of physical activity found in games, competitions and intensive physical activities to obtain pleasure, reaction, health, freshness and optimal performance. Sports can be divided into (1) performance sports, (2) health sports, (3) recreational sports, (4) professional sports, (5) rehabilitation sports, (6) traditional sports, and (7) mass sports (Yanti et al., 2023).

Sports achievement is the optimal result achieved by a sportsperson (athlete) or group of people (team/team) in the form of ability and skill in completing tasks, both in team and individual competitions (Adzani & Irsyada, 2022). Maximum and structured training efforts can provide maximum results in sports achievements. UU no. 3 of 2005 concerning the National Sports System, namely that sports achievements are implemented through a planned, tiered and sustainable coaching and development process with sports science and technology support. The Republic of Indonesia Law



Number 3 of 2005 concerning the National Sports System Chapter VII article 21 paragraphs 2 and 3, Guidance and development of sports achievements is carried out and directed to achieve sports achievements at the regional, national and international levels carried out by the parent sports organization at the central level and the regional level. Implementing the development of organizational achievements is one way to carry out systematic and structured development.

Achievement sports nurture and develop athletes in a planned, tiered and sustainable manner through competition to achieve achievements with the support of sports science and technology (Sahabuddin, 2017). Apart from that, in developing sports, a comprehensive scientific approach needs to be taken by utilizing science and technology. The development of sports science and technology is an increase in the quality and quantity of knowledge and technology, which aims to utilize scientific principles and theories that have been proven to be true to improve the function, benefits and application of existing science and technology or produce new technology for sports activities (Herman et al., 2022). To encourage sports development, it must be organized in various ways that can include or provide the widest possible opportunity for the community to participate in sports activities actively, continuously, and with full awareness of the true goals of sports (Ashadi, 2014). Sports development like this can only be implemented if a national sports management system is planned, integrated and sustainable in the spirit of togetherness from all levels of society (Hammado et al., 2020). Several things must be considered in handling sports achievements, including (1) Identify Scouting Talent. Successful athletes are those who have superior qualities, not only physically but also psychologically (Mirhan, 2016). Once talent is discovered, it needs to be guided and developed into something actual using science and technology; (2) Tiered and Continuous Development. Coaching must be carried out continuously and in stages by paying attention to the input of athletes who will enter the coaching (Fleddermann et al., 2019).

Certain methods are needed to get potential athletes without neglecting the development of science and technology; (3) Empowerment of all development channels. Utilization of all resources must be carried out and become a prioritized part of the implementation of coaching; (4) Sports Priority. To increase the effectiveness of sports coaching, especially performance sports, courage is needed to determine priorities for the sports that will be coached. With priorities, of course, the training carried out must be focused without ignoring other sports; (5) Determination of Quality Standards. Within the scope of sports, achievements must be able to set quality standards for all parties (Purnama Yanti, 2017). In terms of increasing competitiveness, it is necessary to increase the efforts and strength of strategic components, such as increasing quality human resources, including trainers, teachers, managers, instructors and others; (6) Investment and Implementation of Science and Technology. The position of sports science and technology needs to be empowered by focusing on the coaching and evaluation process and increasing capacity and research in sports (Holden et al., 2017). The role of science and technology is very influential on achievement; and (7) Welfare and Future Guarantee System. The provision and implementation of reward systems for athletes and coaches must be optimized. In principle, athlete development needs to be included in career planning, especially after they are no longer active as athletes. Life insurance will motivate every athlete to excel (Claver Rabaz et al., 2017).

Through movement activities carried out at each study meeting or free time, the objectives of physical education include organic, neuromuscular, intellectual and emotional (Valentino & Ardian, 2017). These four components describe the completeness of the athlete's self as an Indonesian human being who will have advantages as a human resource in the future (Tarigan et al., 2020). The organic and neuromuscular components describe the physical and psychomotor aspect goals that must be achieved by each training process (Arifin, 2017). The organic components that must be achieved in each training process include the functional capacity of organs such as heart and muscle endurance (Hammado & Amahoru, 2019). Meanwhile, the neuromuscular component includes aspects of performance ability of movement skills based on flexibility, agility, balance, speed and agility. Then, the intellectual and emotional components can be integrated with the cognitive and affective domains (Nurhayati & Rusdiyanto, 2022).

In sports, achievements have rules; one of the rules that can be seen is regarding athlete discipline because discipline is very important and is needed by every athlete, including in training (Ulumuddin & Irsyada, 2022). Discipline is a prerequisite for forming attitudes, behaviour and disciplined life rules, leading to an athlete's success in learning or achieving. Discipline becomes a powerful tool in educating character. Many people are successful because they enforce discipline. On the other hand, many attempts to build something are unsuccessful because they need more discipline (Surbakti et al., 2022).

Discipline comes from the Latin word 'discipulus', which means "training". So, discipline is focused on teaching (Karo et al., 2019). According to Ariesandi, discipline is the process of gradually training a child's mind and character to become someone who has self-control and is useful for society (Andiri et al., 2017). Discipline is a very important value to develop. If each member does not comply with the leader's orders, anarchy will occur, and disorder of order will spread (Ariyani, 2019). Discipline is very important in the world of life and education. Discipline means obedience to rules. Discipline needs to be taught, learned, and internalized by athletes. Schools' success and failure depend on the achievement level in implementing perfect discipline (Sabira et al., 2022). The regularity of school life and adherence to rules play a major role in success, although other factors can influence it. Athletes who obey the rules in class will create a conducive atmosphere. A conducive class atmosphere is one where athletes can learn in a fun way so that athletes' learning motivation is high.

A non-conductive atmosphere will hinder the training process (Muskanan, 2015). A lot of coach time will be wasted reprimanding athletes for behaviour that violates the rules, such as reprimanding athletes for being busy alone, being late for class, and not doing their homework (PR). A class atmosphere that could be more conducive also makes training unpleasant. Learning is impossible if the athlete's behaviour is uncontrolled or out of control (Subekhi & Kusuma, 2021). Athletes are unlikely to pay attention to lessons if they cannot sit neatly in class and disturb each other, making it impossible for athletes to be actively involved. Training becomes meaningless; athletes will only learn something if they are actively involved.

Discipline is a social need. Developmental tasks are society's expectations regarding how children will carry out developmental tasks effectively. Disciplined children can only carry out these developmental tasks (Kiswantoro, 2016). Athletes who can carry out their duties will be well-received by society. Thus, the athlete feels like a reliable part. Athletes will also feel safe with discipline because they know what

they can and cannot do. Campus is one of the main places to train and understand the importance of discipline in everyday life (Surbakti et al., 2022).

Based on these understandings, it can be concluded that discipline is a condition where something is in a state of order, regularity and properness, and there are no violations, either directly or indirectly (Hambali & Sobarna, 2019). To gain knowledge and learning experience, athletes must carry out various positive activities (Sahputra et al., 2016). One of the platforms for coaching and carrying out athletes on campus is extracurricular activities.

One sport that can support athletes' knowledge is training in extracurricular activities in volleyball (Zetou et al., 2018). Volleyball is a sport played by two teams in a game arena separated by a net with a team of 6 people per team. There are different versions for certain conditions, and this form of the game is intended to be known to everyone (Filgueiras, 2017). The aim of the game itself is to pass the ball over the net so that it can fall to the floor in the opponent's court area and prevent the opponent from being able to do this (Ramadhan et al., 2018). A team has three bounces to return the ball (and a touch block) (Sahabuddin et al., 2022).

Volleyball is a type of sport that requires skill and mastery of technique. This is because, in this sport, a player must be able to keep the ball in the air and not touch the ground (Ongko & Jannah, 2016). Apart from that, players are required to be able to create a shot that can prevent the opponent from being able to control the ball perfectly to score points (De Backer et al., 2018). This process can be created if a player can master the technique of playing volleyball well and correctly (SULTONI, 2017). The game of volleyball has several basic techniques, including 1) the serving technique, 2) the passing technique, 3) the smash technique and 4) the blocking technique (Mulyawan & Pudjijuniarto, 2016).

Likewise, it has yet to show maximum results by looking at the training process activities, especially the athletes' level of discipline in participating in volleyball extracurriculars at BKMf Volleyball FIKK UNM. Many athletes still need to be disciplined in carrying out volleyball extracurricular activities. Efforts that can be made to improve the discipline of teaching volleyball include creating various exercises that can attract the attention of athletes to take part in extracurricular volleyball activities by developing athletes' interests and talents as well as fun methods, including technical, physical and tactical development, as well as adding facilities and infrastructure.

The athlete himself is very active in sports activities. There are many lessons from extracurricular activities that have never been learned from sports lessons at school. In implementing extracurricular volleyball, athletes should be able to comply with the rules, especially at the level of discipline in participating in volleyball activities. Volleyball is the most popular sport with athletes, especially BKMf Volleyball FIKK UNM athletes. However, in reality, many athletes still need to be disciplined despite adequate field, facilities, and infrastructure.

LITERATURE REVIEW

Discipline

Discipline is an effort to control oneself and an individual's or society's mental attitude in developing compliance and obedience to rules and regulations based on encouragement and awareness that arises from within the heart (Ariyani, 2019). The word discipline means obedience and training methods and applies to an athlete. In Indonesian, the term discipline is often related to the terms rules and order. Order

means a person's compliance in following applicable rules or regulations because it is encouraged or caused by something outside him (Sin, 2017).

Athletes must control themselves not to violate the rules set by training. Discipline is obedience and submission, namely a person's obedience to rules or other rules of life. An athlete must comply with the rules applied by training. The concept of "discipline" is the same as "punishment" (Ariyani, 2019). The concept of discipline is used if an athlete violates the rules and orders given by parents, teachers or coaches who have the authority to regulate social life and the place where the athlete lives (Kamnuron et al., 2020). So, punishment is given if athletes are not disciplined according to the rules or orders from the coach (Wijaya et al., 2022).

Discipline is a rule or order used in an exercise or household. Every practice and household must have discipline (Sabira et al., 2022). Homework and exercise without discipline will cause difficulties. The current and future attitudes and behaviour of athletes greatly influence their daily lives and future because all athletes are the next generation of the nation in the future (Surbakti et al., 2022).

Discipline is a powerful tool in educating character. Many people are successful because they enforce discipline. On the other hand, many attempts to build something are unsuccessful due to a lack of discipline (Haqi & Irsyada, 2019). Many agendas that have been set cannot run well because of a lack of discipline. Training for athletes is very important as preparation for the future; each athlete has different characteristics (Tuwianto, 2018). Discipline in training is necessary because a disciplined attitude can maintain the teaching and learning process well and smoothly (Subekhi & Kusuma, 2021).

Enforcement of discipline is usually associated with applying rules (rule enforcement). Ideally, enforcing rules should be directed at "fear of the rules, not fear of people" (Kiswanto, 2016). People do things because they obey the rules, not because they obey the people who rule them. If this grows into awareness, it creates conditions of safety and comfort. Enforcing discipline is educating someone to obey the rules and not violate prohibitions based on awareness (Karo et al., 2019).

Discipline aims to train athletes to demonstrate the values of obedience, loyalty, and order, which lead to ideals and cannot be separated from the influence of the family, which always supports them. A disciplined attitude is possessed not only by athletes but also by all professionals, and everyone, especially coaches who are good examples of training, must be disciplined (Sulistiadinata & Purbangkara, 2020). Disciplinary behaviour will not grow by itself but requires self-awareness, training, habits and punishment for athletes who violate it. Discipline arises from the need to balance what an individual wants to do and what others do. This balance is met until certain time limits (Istighosah, 2019).

Volleyball

The volleyball game involves volleying a ball in the air back and forth over a net to drop the ball into the opponent's field to win (Sahabuddin, 2019). Bouncing the ball into the air can use any body part as long as the impact must be perfect. The volleyball game is played by two teams, each consisting of six players (Kosasih, 2020).

Volleyball is popular among people at adult, youth and children's levels. This game does not require large costs (Suaidah et al., 2020). After all, the tools and equipment are relatively cheap and easy to obtain; this game can bring joy to those who play (Isman et al., 2020). The game has technique and strategy and is supported

by excellent physical coordination, such as movement, endurance, speed, flexibility, movement coordination, and reaction (Jayanti & Nasuka, 2021). Volleyball is a game played in groups, meaning that each player must work together well and be responsible for the game played as a team (Trajković et al., 2020; Nailufar & Hartono, 2022).

Volleyball is a complex game that is challenging for everyone to play (Sudibyo et al., 2020). Knowledge of basic and advanced techniques is required to play volleyball effectively (Sahabuddin & Hakim, 2019). Initially, the legal part of the body for playing the ball was from the knees up (Ratimiasih, 2021). Now, all parts of the body are allowed to play volleyball. Passing can be done using the arms and legs. To achieve volleyball playing skills, one must master basic volleyball techniques (Ulumuddin & Irsyada, 2022; Tasya Fahmi et al., 2022).

The volleyball game is played by two teams, where each team consists of 2 to 6 players on a field measuring 9 square meters for each team, and the positions of the two teams are separated by a net (Sahabuddin, 2018b). In general, volleyball is a team game, but now volleyball is divided into two types: beach volleyball, which consists of 2 people, and indoor volleyball, which consists of 6 people (Adzani & Irsyada, 2022).

In volleyball games, there are usually four important player roles, namely, tosser (setter), spiker (smash), libero and defender (defender). A tosser or feeder is a person whose job is to pass the ball to his teammates and direct the course of the game (Sahabuddin et al., 2020). The spiker's job is to hit the ball so that it falls into the opponent's defence area (Sahabuddin, 2018a). Libero is a defender who can freely go in and out but cannot smash the ball across the net. A defender is a player who defends to receive attacks from the opponent. With the principles of cooperation, fun and physical ability, the game of volleyball is a tool to improve physical fitness, static and dynamic health and performance for the players. Playing volleyball develops the elements of thinking, ability and feeling. Apart from that, the personality develops well, including self-control, discipline, a sense of cooperation, and responsibility for what one does.

Volleyball is a team sport played by two teams, each team consisting of six (6) people, playing on a field measuring 18 x 9 meters; the game is played by bouncing the ball back and forth into the air, provided the players are clean, and each player tries (Setiawan, 2017). dropping the ball into the opponent's court. The game of the ball in the air (rally) takes place regularly until the ball hits the floor, "the ball comes out," or one of the teams returns the ball perfectly. In volleyball, whoever wins the rally gets a point (rally point scoring) (Sahabuddin, 2020). If the team receiving the service wins the rally, it gets the point and has the right to serve, and each player shifts one position clockwise (Baidawi & Maidarman, 2019).

How to play volleyball uses a rally point system; both teams have the right to increase their score every time they win an event (Muhammad, 2021). However, the service system remains, as usual, alternating, depending on the ability of each team to win the game in one game incident (Hidayat et al., 2022). The final score limit for each team to win the game is 25 until there is a difference of 2 if there is an equal score of 23 for the 1st to 4th set of games. In the 5th set, the final score difference is 15, plus a difference of 2 scores if there is a match between the scores at 13 and ending at 17 (Astuti, 2020). The game of volleyball has the following basic techniques: (1) Serve has the function of starting the game; 2) passing has the function of

receiving/playing the ball that comes from the opponent's or teammate's area; 3) pass, has the function of serving the ball to a teammate according to his wishes, 4) spike, has the function of attacking the opponent's area so that the ball that will be crossed into the opponent's area can be deadly, at least making it difficult for the opponent to play the ball perfectly (Febriani & Rifki, 2020), 5) dam or block, has the function of blocking the opponent's attack from near the net as well as a counterattack on the side opponent, 6) receive, has the function of keeping the ball from touching the floor (Hadi et al., 2023).

METHODS AND MATERIALS

The research used is quantitative, correlational research that aims to determine the level of discipline of BKMF Volleyball FIKK UNM athletes. To test the hypothesis that has been made, the researcher chooses an appropriate research method/approach/design. In this research, researchers used a descriptive survey method with a quantitative approach. Determining and compiling research instruments. This instrument is used as a data collection tool in the form of a questionnaire, which has been used previously as reference material for making research questionnaires. Instrument trial analysis in the form of validity and reliability. The population in this study were BKMF Bola Volleyball FIKK UNM athletes participating in volleyball extracurricular activities; the number of athletes participating in volleyball extracurricular activities was 30 athletes, so all athletes were used as respondents. In this study, the samples taken from the population were BKMF Volleyball FIKK UNM athletes aged 19-21 years. Using purposive sampling. Purposive sampling is a technique with certain considerations (Sugiyono, 2010). The questionnaire in this research is a questionnaire that is presented in such a form that the respondent has to put a checklist mark (✓) in the appropriate column or place, with a direct questionnaire using a graded scale. The graded scale in this questionnaire uses a modified Likert scale with four answer choices, namely as follows:

Table 1. Alternative answers to the questionnaire

Alternative	Score	
	Positive	Negative
Always	4	1
Often	3	2
Ever	2	3
Never	1	4

(Source: Dwi Nugroho, 2018)

The data collection technique that will be used is by administering questionnaires to respondents who are subjects in the research. The data analysis technique in this research uses a percentage descriptive data analysis technique, with the following formula (Sudijono, 2009: 40):

$$P = \frac{F}{N} \times 100\%$$

RESULTS AND DISCUSSION

The results of this research are intended to describe data regarding the level of discipline of athletes who take part in activities at the BKMFB Volleyball FIKK UNM, which is expressed in a questionnaire totalling 60 items and divided into five factors, namely (1) obedience factor, (2) loyalty factor, (3) order factor, (4) ideals factor, and (5) parental influence factor. The results of the analysis are presented as follows:

Obedience Factor

Descriptive statistical data from research results regarding the level of discipline and obedience factors of athletes who take part in volleyball extracurricular activities towards the rules and regulations at BKMFB Bola Volleyball FIKK UNM based on the obedience factor obtained the lowest (minimum) score of 48.00, the highest (maximum) score of 81.00, the average (mean) 66.43, mean value (median) 66.00, frequently occurring value (mode) 66.00, standard deviation (SD) 5.50. Complete results can be seen in Table 2 as follows:

Table 2. Descriptive Statistics of Obedience Factors

Statistics	Value
N	30
Mean	75,67
Std. Errors of Mean	1,190
Std Deviation	6,520
Variance	42,506
Range	26
Minimum	63
Maximum	89
Sum	2270

When displayed in the form of a frequency distribution, the level of discipline of athletes who take part in volleyball extracurricular activities towards the school rules and regulations at BKMFB Bola Volleyball FIKK UNM based on the obedience factor is presented in Table 3 as follows:

Table 3. Frequency Distribution of Athlete Discipline Levels based on Obedience Factor

Intervals	Frequency	Percentage	Category
81,26 – 100,0	4	13,0%	Always
62,6 – 81,25	26	87,0%	Often
43,76 – 62,5	0	0,0%	Ever
25,0 – 43,73	0	0,0%	Never
Total	30	100%	—

Table 3 above shows that the level of discipline of athletes who take part in volleyball extracurricular activities regarding the rules and regulations at BKMFB Bola Volleyball FIKK UNM based on the obedience factor is in the "discipline" category, namely 13% (4 athletes answered always) and 87% (26 athletes answered often). 0% (0 athletes who answered never), and 0% (0 who answered never).

Loyalty Factor

Descriptive statistical data from research on the level of discipline and loyalty factors of athletes who take part in volleyball extracurricular activities towards the rules

and regulations at BKMFB Bola Volleyball FIKK UNM based on the loyalty factor, the lowest (minimum) score was 40.00, the highest (maximum) score was 61.00, the average (mean) 52.33, mean value (median) 52.00, frequently occurring value (mode) 52, standard deviation (SD) 4.971. Complete results can be seen in Table 4 as follows:

Table 4. Descriptive Statistics of Loyalty Factors

Statistics	Value
N	30
Mean	52,33
Std. Error of Mean	0,908
Std Deviation	4,971
Variance	24,713
Range	21
Minimum	40
Maximum	61
Sum	1570

When displayed in the form of a frequency distribution, the level of discipline in the loyalty factor of athletes who take part in volleyball extracurricular activities towards the training rules and regulations at BKMFB Bola Volleyball FIKK UNM based on the loyalty factor is presented in Table 5 as follows:

Table 5. Frequency Distribution of Athlete Discipline Levels based on Loyalty Factor

Intervals	Frequency	Percentage	Category
55,26 – 68,0	10	33,3%	Always
42,51 – 55,25	19	63,3%	Often
29,76 – 42,50	1	3,3%	Ever
17,00 – 29,75	0	0,0%	Never
Total	30	100%	–

Table 5 above shows that the level of discipline in the loyalty factor of athletes who take part in volleyball extracurricular activities towards the training rules and regulations at BKMFB Bola Volleyball FIKK UNM based on the loyalty factor is in the "discipline" category at 33.3% (10 athletes who answered always), amounting to 63.3% (19 athletes who answered often), and no discipline amounting to 3.33% (1 athlete who answered never), and 0% (0 athletes who answered never).

Orderliness Factor

Descriptive statistical data from research on the level of discipline on the orderliness factor of athletes who take part in volleyball extracurricular activities regarding the training rules and regulations at BKMFB Bola Volleyball FIKK UNM based on the orderliness factor, the lowest (minimum) score was 34.00, the highest (maximum) score was 63.00, the average (mean) 48.47, mean value (median) 48.00, frequently occurring value (mode) 51.00, standard deviation (SD) 5.43. Complete results can be seen in Table 6 as follows:

Table 6. Descriptive Statistics of Orderliness Factors

Statistik	Value
N	30
Mean	3,67
Std. Errors of Mean	0,46
Std Deviation	0,802
Variance	0,644
Range	3
Minimum	1
Maximum	4
Sum	110

When displayed in the form of a frequency distribution, the level of discipline in the orderliness factor of athletes who take part in volleyball extracurricular activities against the training rules and regulations at BKMFB Bola Volleyball FIKK UNM.

Table 7. Frequency Distribution of Athlete Discipline Levels based on Orderliness Factor

Intervals	Frequency	Percentage	Category
45,6 – 56,0	14	46,6%	Always
35,1 – 45,5	16	53,3%	Often
24,6 – 35,0	0	0,0%	Ever
14,0 – 24,5	0	0,0%	Never
Total	30	100%	–

Table 7 above shows that the level of discipline in the order factor of athletes who take part in volleyball extracurricular activities regarding the training regulations at BKMFB Bola Volleyball FIKK UNM based on the order factor is in the "discipline" category at 46.60% (14 athletes who answered always) amounted to 53.30% (16 athletes who answered often). No discipline amounted to 0% (0 athletes who answered never) and 0% (0 athletes who answered never).

Aspirations Factor

Descriptive statistical data from research results regarding the level of discipline of athletes who take part in volleyball extracurricular activities regarding the training rules and regulations at BKMFB Bola Volleyball FIKK UNM based on the Aspirations factor obtained the lowest (minimum) score 1, the highest (maximum) score 4, the average (mean) 3,27, middle value (median) 4.00, frequently occurring value (mode) 4.00, standard deviation (SD) 0.944. Complete results can be seen in Table 8 as follows:

Table 8. Descriptive Statistics of Aspirations Factors

Statistics	Value
N	30
Mean	3,27
Std. Errors of Mean	0,172
Std Deviation	0,944
Variance	0,892
Range	3
Minimum	1
Maximum	4
Sum	98

When displayed in the form of a frequency distribution, the level of discipline of athletes who take part in volleyball extracurricular activities is towards the training rules and regulations at BKMFBola Volleyball FIKK UNM.

Table 9. Frequency Distribution of Athletes' Discipline Levels Based on Aspiration Factors

Intervals	Frequency	Percentage	Category
6,6 – 8,0	22	73,3%	Always
5,1 – 6,5	5	16,6%	Often
3,6 – 5,0	3	10,1%	Ever
2,0 – 3,5	0	0,0%	Never
Total	30	100%	–

Based on Table 9 above, shows that the level of discipline of athletes who take part in volleyball extracurricular activities regarding the training rules and regulations at BKMFBola Volleyball FIKK UNM based on the ideals factor is in the "discipline" category at 73.3% (22 athletes who answered always), amounting to 16.6% (5 athletes who answered often), and undisciplined 10.1% (3 athletes who answered ever), 0% (0 athletes who answered never).

Parental Influence Factors

Descriptive statistical data from research results regarding the level of discipline of athletes who take part in volleyball extracurricular activities regarding the training rules and regulations at BKMFBola Volleyball FIKK UNM based on the Aspirations factor obtained the lowest (minimum) score 1, the highest (maximum) score 4, the average (mean) 3, 27, middle value (median) 4.00, frequently occurring value (mode) 4.00, standard deviation (SD) 944. Complete results can be seen in Table 10 as follows:

Table 10. Descriptive Statistics on Parental Influence Factors

Statistics	Value
N	30
Mean	3,67
Std. Error of Mean	0,130
Std Deviation	0,711
Variance	0,506
Range	3
Minimum	1
Maximum	4
Sum	110

When displayed in the form of a frequency distribution, the level of discipline of athletes who take part in volleyball extracurricular activities is towards the training rules and regulations at BKMFBola Volleyball FIKK UNM.

Table 11. Frequency Distribution of Athlete Discipline Levels Based on Parental Influence Factors

Intervals	Frequency	Percentage	Category
6,6 – 8,0	22	73,3%	Always
5,1 – 6,5	5	16,6%	Often
3,6 – 5,0	3	10,1%	Ever
2,0 – 3,5	0	0,0%	Never
Total	30	100%	–

Based on Table 11 above, shows that the level of discipline of athletes who take part in volleyball extracurricular activities regarding the training rules and regulations at BKMF Bola Volleyball FIKK UNM based on parental influence factors is in the "discipline" category at 73.3% (22 athletes who answered always), amounting to 16.6% (5 athletes who answered often), and undisciplined, 10.1% (3 athletes who answered never), and 0% (0 athletes who answered never).

Recapitulation of Final Results (Overall)

Descriptive statistical data from research results regarding the level of discipline of athletes who take part in extracurricular volleyball activities at BKMF Bola Volleyball FIKK UNM obtained the lowest (minimum) score of 34, the highest (maximum) score of 487, the average (mean) of 361.00, the middle value (median) of 441.00, the value that often appears (mode) 462, standard deviation (SD) 159.776. Complete results can be seen in Table 12 as follows:

Table 12. Descriptive statistics on the level of discipline of athletes who take part in extracurricular volleyball activities at BKMF Bola Volleyball FIKK UNM

Statistik	Value
N	30
Mean	361,00
Std. Error of Mean	
Std Deviation	159,776
Variance	25528,407
Range	453
Minimum	34
Maximum	487
Sum	21660

When displayed in the form of a frequency distribution, the level of discipline of athletes who take part in volleyball extracurricular activities regarding the training rules and regulations at BKMF Bola Volleyball FIKK UNM is presented in Table 13 as follows:

Table 13. Frequency Distribution of Discipline Levels of Athletes who take part in extracurricular volleyball activities at BKMF Bola Volleyball FIKK UNM.

Intervals	Frequency	Percentage	Category
151 – 240	30	100%	discipline
060 – 150	0	0%	undisciplined
Total	30	100%	–

Based on Table 13 above, shows that the level of discipline of athletes who take part in volleyball extracurricular activities regarding the training regulations at BKMF Bola Volleyball FIKK UNM is in the "disciplined" category at 100% (30 athletes), and undisciplined at 0% (0 athletes), where participants who answered always and often could be categorized as disciplined and conversely for participants who answered never and never were categorized as undisciplined. From the data above, it can be concluded that the level of discipline of athletes who take part in extracurricular volleyball activities at BKMF Bola Volleyball FIKK UNM is in the "discipline" category.

DISCUSSION

Athletes who take part in volleyball extracurricular activities enjoy practical training. During the observation, the researcher found many male athletes when the volleyball game started. Several athletes who participate in volleyball extracurricular activities regularly follow activities or directions from the coach. They are very enthusiastic about practising, accompanied by high enthusiasm. Athletes who participate in volleyball extracurricular activities comply with the rules on the field. Researchers did not encounter any violations in the field because the coach had firmly created and managed the athletes. Hence, they were well-educated and accompanied by a strict training leader. So, athletes are afraid of committing violations. Discipline in the training process is necessary to keep the learning and teaching conditions running smoothly and to create a strong personality for each athlete who participates in volleyball extracurriculars. Rachman (1999) in Tu'u (2004) states that discipline is an effort to control oneself and the mental attitude of individuals or society in developing compliance and obedience to rules and regulations based on encouragement and awareness within their hearts. Discipline is a condition created and formed through a series of behaviours that demonstrate the values of obedience, obedience, loyalty, regularity and order. The level of discipline of BKMF Volleyball FIKK UNM athletes is divided into five factors, namely (1) obedience factor, (2) loyalty factor, (3) order factor, (4) ideals factor, (5) family influence factor with explanation:

Obedience Factor

The research results show that the level of discipline of athletes who participate in volleyball extracurricular activities towards the training rules and regulations at BKMF Bola Volleyball FIKK UNM is based on the obedience factor in the "discipline" category. 13% (4 athletes who answered always), and 87% (26 who answered often). Next, in the undisciplined category, there are 0% or (0 athletes who answered never) and 0% athletes or (0 athletes who answered never). Obedience is defined as a willingness to behave following the written rules of extracurricular volleyball at BKMF Bola Volleyball FIKK UNM, and indicators include Seriously carrying out the rules responsibly and according to the rules, Knowledge of the athlete regarding the importance of discipline, athlete's behaviour that shows disciplinary action during the process extracurricular activities. Based on the data above, it can be seen that the level of discipline of athletes who participate in extracurricular volleyball activities at BKMF Bola Volleyball FIKK UNM, in the obedience variable, is included in the "discipline" category.

Loyalty Factor

The research results show that the level of discipline of athletes who participate in BKMF Volleyball FIKK UNM volleyball extracurricular activities is based on the loyalty factor in the "discipline" category. 33.3% or (10 who answered always), and 63.3% or (19 athletes who answered never). Next, the undisciplined category was 3.33% or (1 athlete who answered never), and there were 0% or (0 students who answered never). Loyalty is the attachment or consistency of athletes who participate in extracurricular volleyball activities at BKMF Bola Volleyball FIKK UNM towards the rules and regulations and do so happily. Indicators include Showing a balance between actions taken and words, showing a courageous attitude to bear all the risks or consequences of what has been done, knowing your obligations and putting yourself through training as an

athlete. Based on the data above, it can be seen that the level of discipline of athletes who participate in extracurricular volleyball activities at BKMFBola Volleyball FIKK UNM, in the loyalty variable, is included in the "discipline" category.

Orderliness Factor

The research results show that the level of discipline of athletes who participate in BKMFBola Volleyball FIKK UNM extracurricular activities is based on the orderliness factor in the "discipline" category. 46.6% (14 athletes answered always), and 53.3% (16 answered often). Next, in the undisciplined category, there are 0% or (0 athletes who answered never) and 0% or (0 athletes who answered never). Order is defined as the tendency for the orderliness of athletes participating in extracurricular volleyball at BKMFBola Volleyball FIKK UNM. Indicators include Knowing the limits of behaviour in an extracurricular environment, Respecting the rules, and Maintaining the infrastructure used during volleyball extracurriculars. Based on the data above, it can be seen that the discipline level of athletes who participate in extracurricular volleyball activities at BKMFBola Volleyball FIKK UNM, in the orderliness variable, is included in the "discipline" category.

Aspirations Factor

The research results show that the level of discipline of athletes who participate in extracurricular volleyball activities at BKMFBola Volleyball FIKK UNM is based on the ideals factor in the "discipline" category. 73.3% or (22 athletes who answered always), and 16.6% or (5 athletes who answered often). Next, in the undisciplined category were 10.1% or (3 athletes who answered never), and there were 0% or (0) athletes who answered never). Aspirations are defined as the wishes of athletes who participate in extracurricular volleyball activities at BKMFBola Volleyball FIKK UNM towards the extracurricular rules and regulations, carrying them out with pleasure. The indicators are Having the desire and drive to achieve your goals. Based on the data above, it can be seen that the level of discipline of athletes who participate in extracurricular volleyball activities at BKMFBola Volleyball FIKK UNM, in the ideal variable, is included in the "discipline" category.

Parental Influence Factors

The research results show that the level of discipline of athletes who participate in extracurricular volleyball activities at BKMFBola Volleyball FIKK UNM is based on the parental influence factor in the "discipline" category. 73.3% or (22 athletes who answered always), and 16.6% or (5 athletes who answered often). Next, in the undisciplined category were 10.1% or (3 athletes who answered never), and there were 0% or (0 athletes who answered never). Parental influence is the attachment or consistency of athletes who participate in extracurricular volleyball activities at BKMFBola Volleyball FIKK UNM towards the extracurricular rules and regulations and do so happily. The indicators are Supporting children in all activities for the child's development and progress. Based on the data above, it can be seen that the level of discipline of athletes who take part in extracurricular volleyball activities at BKMFBola Volleyball FIKK UNM, in terms of parental or family influence variables, is included in the "discipline" category.

Based on the final results of the explanation above, it shows that the level of discipline of athletes who take part in volleyball extracurricular activities regarding the

training regulations at BKMFB Bola Volleyball FIKK UNM is in the "disciplined" category at 100% (30 athletes), and undisciplined at 0% (0 athletes), where participants who answered always and often could be categorized as disciplined and conversely for participants who answered never and never were categorized as undisciplined. From the overall results data above, it can be concluded that the discipline level of athletes who participate in extracurricular volleyball activities at BKMFB Bola Volleyball FIKK UNM is in the "Discipline" category.

CONCLUSION

Based on the research results above, the discipline level of athletes who participate in extracurricular volleyball activities regarding the rules and regulations at BKMFB Volleyball FIKK UNM is in the "Discipline" category. Athletes who answer always and often can be categorized as disciplined, and conversely, athletes who answer never and never can be categorized as undisciplined.

CONFLICT OF INTEREST

We certify that there is no actual or potential conflict of interest in relation to this article.

REFERENCES

- Adzani, I. A. A. Al, & Irsyada, M. (2022). Manajemen Pembinaan Prestasi Cabang Olahraga Bolavoli Di Pbv Gajah Mada Kabupaten Mojokerto. *Jurnal Prestasi Olahraga*, 59–65.
- Andiri, L., Jajat, & Sultoni, K. (2017). Hubungan Kecerdasan Emosi dengan Prestasi Akademik Mahasiswa Olahraga. *Jurnal Terapan Ilmu Keolahragaan*, 2(2), 137–141. <https://doi.org/https://doi.org/10.17509/jtikor.v2i2.8063>
- Arifin, R. (2017). Peran Mental Dalam Prestasi Olahraga. *Prosiding, Seminar Nasional Pendidikan Jasmani dan Olahraga, Lambung Mangkurat University Press, Banjarmasin*, 0(0). <http://eprints.ulm.ac.id/5946/>
- Ariyani, S. (2019). Tingkat Kedisiplinan Atlet Pplp Pada Jenjang Sekolah Menengah Atas Di Kota Pontianak. *Jurnal Pendidikan dan Pembelajaran*, 8(3), 1–8.
- Ashadi, K. (2014). Implementasi Fisiologi Olahraga pada Olahraga Prestasi. *Pertemuan Ilmiah Ilmu Keolahragaan Nasional 2014*, 65125(2), 59. www.healthperformance.co.uk,
- Astuti, A. T. (2020). Peningkatan Kompetensi Passing Bawah Bola Voli Melalui Teaching Games for Understanding (TGFU). *Jurnal Inovasi Pembelajaran Karakter (JIPK)*, 5(2), 1–9. <http://www.irpp.com/index.php/jipk/article/view/1133>
- Baidawi, T., & Maidarman. (2019). Minat Siswa Terhadap Pembelajaran Bolavoli. *Jurnal Patriot, Kepelatihan, FIK Universitas Negeri Padang*, 2(5), 1300–1306. <http://patriot.ppj.unp.ac.id/index.php/patriot/article/view/420>
- Claver Rabaz, F., Jiménez, R., Gil-Arias, A., Moreno, A., & Moreno, M. P. (2017). The Cognitive and Motivation Intervention Program in Youth Female Volleyball Players. *Journal of Human Kinetics*, 59(1), 55–65. <https://doi.org/10.1515/hukin-2017-0147>
- De Backer, M., Reynders, B., Boen, F., Van Puyenbroeck, S., & Broek, G. Vande. (2018). Do coaching style and game circumstances predict athletes' perceived justice of their coach? A longitudinal study in elite handball and volleyball teams. *PLoS ONE*, 13(10), 1–20. <https://doi.org/10.1371/journal.pone.0205559>
- Febriani, Y., & Rifki, M. S. (2020). Pengaruh Metode Drills For Game-Like Situation Terhadap Kemampuan Passing Bawah Atlet Bolavoli. *Jurnal Stamina*, 3(6), 481–498.
- Filgueiras, A. (2017). Imagery for the Improvement of Serving in Beach Volleyball: A Single Case Study.

- Revista Brasileira de Psicologia do Esporte*, 6(3), 57–76. <https://doi.org/10.31501/rbpe.v6i3.7337>
- Fleddermann, M. T., Heppe, H., & Zentgraf, K. (2019). Off-Court Generic Perceptual-Cognitive Training in Elite Volleyball Athletes: Task-Specific Effects and Levels of Transfer. *Frontiers in Psychology*, 10(July), 1–12. <https://doi.org/10.3389/fpsyg.2019.01599>
- Hadi, S., Munzir, & Salbani. (2023). Survei Tingkat Kemampuan Teknik Dasar Bola Voli pada Ekstrakurikuler Siswa Putra man 1 simeulue di masa covid 19. *Jurnal Ilmiah Mahasiswa*, 4(1), 1–11.
- Hambali, S., & Sobarna, A. (2019). KETERAMPILAN SMASH BOLAVOLI (Studi Korelasi Antara Power Lengan, Koordinasi Mata Tangan dan Percaya Diri Pada atlet Club Osas Kabupaten Sumedang). *Jurnal Olympia*, 1(2), 25–32. <https://doi.org/10.33557/jurnalolympia.v1i2.748>
- Hammado, N., & Amahoru, N. M. (2019). Kecerdasan Emosional Dan Kemampuan Motorik Fungsional Dalam Permainan Bola. *Prosiding, Seminar Nasional, Lembaga Penelitian Universitas Negeri Makassar*, 317–320. <https://www.ojs.unm.ac.id/semnaslemlit/article/view/8887/>
- Hammado, N., Razak, A., Sahabuddin, & Hakim, H. (2020). Development of Lob Drive Model on Badminton Game in High School Students. *International Journal of Scientific Development and Research (IJS DR)*, 5(3), 327–331. <https://www.ijedr.org/papers/IJS DR2003054.pdf>
- Haqi, D. A., & Irsyada, M. (2019). Peran Orang Tua dalam Mendukung Prestasi Atlet PUBG Mobile di Tim Bigetron Esportsa. *Jurnal Prestasi Olahraga*, 5(7), 33–39. <https://ejournal.unesa.ac.id/index.php/jurnal-prestasi-olahraga/article/view/48668>
- Herman, Hakim, H., Ishak, M., Sahabuddin, & Arifai, M. (2022). Program Pembinaan Olahraga Terpadu Berkelanjutan (P2OTB) di Provinsi Sulawesi Selatan. *SEMINAR NASIONAL HASIL PENELITIAN 2022 "Membangun Negeri dengan Inovasi tiada Henti Melalui Penelitian dan Pengabdian kepada Masyarakat,"* 1750–1765.
- Hidayat, T., Arief, N. A., & Kartiko, D. C. (2022). Analisis persiapan latihan atlet tim bola voli putri jawa timur selama pandemi covid-19. *MULTILATERAL: Jurnal Pendidikan Jasmani dan Olahraga*, 21(2), 115–127. <https://doi.org/dx.doi.org/10.20527/multilateral.v21i2.12579> Alamat
- Holden, S. L., Pugh, S. F., & Schwarz, N. A. (2017). Achievement Motivation of Collegiate Athletes for Sport Participation. *International Journal of Sports Science*, 2017(2), 25–28. <https://doi.org/10.5923/j.sports.20170702.01>
- Isman, H., Supriatna, E., & Triansyah, A. (2020). Pengaruh Metode Drill Terhadap Keterampilan Passing Bawah Bolavoli Peserta Didik Ekstrakurikuler. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 9(1), 1–8. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/38739>
- Istighosah, N. (2019). *Penanaman Sikap Religius Pada Atlet Olahraga Tenismeja Program Studi Pendidikan Agama Islam Fakultas Tarbiyah dan Ilmu Keguruan Insititut Agama Islam Negeri (IAIN) Purwokerto*. Institut Agama Islam Negeri (IAIN).
- Jayanti, K. D., & Nasuka. (2021). Pengaruh Latihan Passing Bawah Berpasangan dan Drill Individu Terhadap Kemampuan Passing Bawah Bolavoli. *Unnes Journal of Sport Sciences*, 5(2), 63–69. <https://journal.unnes.ac.id/sju/index.php/ujss/index%0APENGARUH>
- Kamnuron, A., Hidayat, Y., & Nuryadi. (2020). Perbedaan Kepercayaan Diri Pada Siswa yang Mengikuti Ekstrakurikuler Olahraga. *Physical Activity Journal*, 1(2), 133–141. <https://doi.org/doi.org/10.20884/1.paju.2020.1.2.2394>
- Karo, A. A. P. K., Sinulingga, A., & Dewi, R. (2019). Hasil Pembentukan Karakter Atlet Pelajar Di PPLP Sumatera Utara Tahun 2018. *Jurnal Pedagogik Olahraga*, 5(2), 73–78.
- Kiswanto, A. (2016). Pembinaan Mental Bagi Atlet Pemula Untuk Membantu Pengendalian Agresifitas. *Jurnal Konseling Gusjigang*, 2(1), 81–89. <https://doi.org/10.24176/jkg.v2i1.560>
- Kosasih, A. H. (2020). Motivasi Sosial Siswa Yang Mengikuti Ekstrakurikuler Bola Voli Di SMPN 1 Cikancung Kabupaten Bandung. *Jurnal MAENPO: Jurnal Pendidikan Jasmani Kesehatan dan Rekreasi*, 10(1), 23. <https://doi.org/10.35194/jm.v10i1.945>
- Mirhan, J. (2016). Hubungan Antara Percaya Diri Dan Kerja Keras Dalam Olahraga Dan Keterampilan Hidup. *Jurnal Olahraga Prestasi*, 12(1), 115487. <https://doi.org/10.21831/jorpres.v12i1.9499>
- Muhammad, M. Y. (2021). Pengukuran Tingkat Kemampuan Servis Siswa Pada Cabang Bola Voli. *Jurnal Real Riset*, 3(1), 54–60. <http://journal.unigha.ac.id/index.php/JRR/article/view/388>

- Mulyawan, D. P., & Pudjijuniarto. (2016). Survey Manajemen Club Bolavoli Putra Nanggala Kota Surabaya. *Jurnal Kesehatan Olahraga*, 13(3), 44–50. <https://ejournal.unesa.ac.id/index.php/jurnal-kesehatan-olahraga/article/view/17816>
- Muskanan, K. (2015). Analisis Motivasi Berprestasi Atlet Pusat Pendidikan dan Latihan Olahraga Pelajar Provinsi Nusa Tenggara Timur. *JKAP (Jurnal Kebijakan dan Administrasi Publik)*, 19(2), 105. <https://doi.org/10.22146/jkap.7608>
- Nailufar, N., & Hartono, M. (2022). Manajemen Pembinaan Prestasi Klub Bola Voli Mitra Kencana Semarang Tahun 2021. *Indonesian Journal for Physical Education and Sport*, 3(1), 311–317. <https://doi.org/10.15294/inapes.v3i1.48030>
- Nurhayati, M., & Rusdiyanto, R. M. (2022). Analisis Kepribadian Atlet Bola Voli Dengan Atlet Pencak Silat Di Universitas Majalengka. *Prosiding Seminar Nasional ...*, 322–326. <https://prosiding.unma.ac.id/index.php/semnasfkip/article/view/813>
- Ongko, N., & Jannah, M. (2016). Pengaruh Mind Control Training Terhadap Peningkatan Konsentrasi Pada Atlet Putri UKM Bola Voli Unesa. *Jurnal Psikologi Teori dan Terapan*, 7(1), 16. <https://doi.org/10.26740/jptt.v7n1.p16-25>
- Purnama Yanti, S. (2017). Pengaruh Mind Control Training Terhadap Mental Toughnes Pada Atlet Ukm Bola Basket Universitas Negeri Surabaya. *Character: Jurnal Penelitian Psikologi.*, 4(1), 1–6.
- Ramadhan, R., Ma'mun, A., & Mahendra, A. (2018). Pengaruh Model Pembelajaran Dan Motivasi Belajar Terhadap Keterampilan Bermain Bolavoli Dalam Pendidikan Jasmani. *Edusentris: Jurnal Ilmu Pendidikan dan Pengajaran*, 5(1), 1–9. <http://ejournal.sps.upi.edu/index.php/edusentris/article/view/290>
- Ratimiasih, Y. (2021). Pengaruh Latihan Drill dan Berpasangan Terhadap Ketepatan Passing Bawah Pada Bolavoli Putri. *e-SPORT: Jurnal Kesehatan Jasmani , Kesehatan Rekreasi*, 1(2), 45–49. <https://journal.ipm2kpe.or.id/index.php/e-SPORT/article/view/2396>
- Sabira, S., Adi, M. S., Kusariana, N., & Wurjanto, M. A. (2022). Gambaran Sikap dan Dukungan Keluarga dalam Kepatuhan Penerapan Protokol Kesehatan COVID-19 pada Atlet Basket. *Sporta Saintika*, 7(1), 84–97. <https://doi.org/10.24036/sporta.v7i1.204>
- Sahabuddin. (2017). Evaluation Program Regional Training Center (Pelatda) PON XIX South Sulawesi. *JIPES, Journal of Indonesian Physical Education and Sport. Universitas Negeri Jakarta*, 3(1), 85–99. <https://doi.org/https://doi.org/10.21009/JIPES.031.011>
- Sahabuddin. (2018a). Keterampilan Teknik Dasar Bolavoli Pada Siswa Putra. *SPORTIVE: Journal of Physical Education, Sport and Recreation*, 2(1), 59–62. <https://doi.org/https://doi.org/10.26858/sportive.v2i1.16846>
- Sahabuddin. (2018b). Pengaruh Latihan Model Pembelajaran Pukulan Bola Ke Tembok Terhadap Kemampuan Servis Atas Bolavoli Pada Siswa SMK Negeri 2 Makassar. *COMPETITOR: Jurnal Pendidikan Kepelatihan Olahraga*, 10(1), 28–36. <https://doi.org/https://doi.org/10.26858/com.v10i1.8480>
- Sahabuddin. (2019). Pengaruh Latihan Knee Tuck Jump Dan Latihan Box Jump Terhadap Peningkatan Smash Bolavoli Ditinjau Daya Ledak Tungkai. *SPORTIVE: Journal Of Physical Education, Sport and Recreation*, 3(1), 38. <https://doi.org/10.26858/sportive.v3i1.16858>
- Sahabuddin. (2020). Ektifitas Kelentukan Pergelangan Tangan Dan Kekuatan Otot Lengan Dengan Kemampuan Servis Atas Bolavoli. *SPORTIVE: Journal Of Physical Education, Sport and Recreation*, 4(1), 23. <https://doi.org/10.26858/sportive.v4i1.17168>
- Sahabuddin, & Hakim, H. (2019). Peningkatkan Hasil Belajar Passing Bawah Bola Voli Dengan Pembelajaran Kooperatif. *Prosiding Seminar Nasional Lembaga Penelitian Universitas Negeri Makassar*, 43–45. <https://ojs.unm.ac.id/semnaslemlit/article/view/8149>
- Sahabuddin, Hakim, H., Sudirman, & Hanafi, S. (2022). Kontribusi Kelentukan Togok Ke Belakang Dan Daya Ledak Tungkai Terhadap Smash Open Dalam Permainan Bolavoli. *SPORTIVE: Journal Of Physical Education, Sport and Recreation*, 6(2), 163–172. <https://doi.org/doi.org/10.26858/sportive.v6i2.40382>
- Sahabuddin, Hakim, H., & Syahrudin. (2020). Meningkatkan Keterampilan Proses Passing Bawah Bolavoli Melalui Pembelajaran Kooperatif. *Jurnal Penjaskesrek*, 7(2), 204–217.

<https://doi.org/https://doi.org/10.46244/penjaskesrek.v7i2.1050>

- Sahputra, D., Syahniar, S., & Marjohan, M. (2016). Kontribusi Kepercayaan Diri dan Kecerdasan Emosi terhadap Komunikasi Interpersonal Siswa serta Implikasinya dalam Pelayanan Bimbingan dan Konseling. *Konselor*, 5(3), 182. <https://doi.org/https://doi.org/10.24036/02016536554-0-00>
- Setiawan, H. (2017). Survei Minat Masyarakat Terhadap Klub Olahraga Bolavoli Kecamatan Mojoroto Kota Kediri Tahun 2017. *Artikel Skripsi, Universitas Nusantara PGRI Kediri*, 01(09). simki.unpkediri.ac.id
- Sin, T. H. (2017). Disiplin Atlet Dalam Latihan. *Sporta Saintika*, 2(1), 240–251. <http://sportasaintika.ppj.unp.ac.id/index.php/sporta/article/download/46/18/>
- Suaidah, N., Bakti, R. A., & Muharram, N. A. (2020). Penerapan Modifikasi Bola Untuk Meningkatkan Hasil Belajar Gerak Dasar Servis Bawah Permainan Bolavoli Mini Pada Siswa Kelas IV SD Negeri 4 Made Lamongan Tahun Ajaran 2019 / 2020. *SPRINTER: Jurnal Ilmu Olahraga*, 1(1), 57–61. <http://jurnal.icjambi.id/index.php/sprinter/article/view/38>
- Subekhi, F. A., & Kusuma, D. W. Y. (2021). Survei Tingkat Sportivitas Atlet Sepakbola pada Pertandingan Antar Tim. *Indonesia Journal For Physical Education and Sport*, 2(1), 176–181. <https://journal.unnes.ac.id/sju/index.php/inapes/article/view/42423>
- Sudibyo, Hernawan, & Susilo. (2020). Pengaruh Metode Latihan dan Koordinasi Terhadap Keterampilan Servis Atas Bolavoli. *Jurnal Segar*, 9(1), 31–42. <https://doi.org/https://doi.org/10.21009/segar/0901.04>
- Sulistiadinata, H., & Purbangkara, T. (2020). Hubungan Kekuatan Otot Lengan, Koordinasi Mata Tangan, Dan Rasa Percaya Diri Dengan Keterampilan Smash Pada Permainan Bola Voli. *Jurnal Master Penjas & Olahraga*, 1(1), 32–38. <http://jmpo.stkippasundan.ac.id/index.php/jmpo/article/view/5>
- SULTONI, A. (2017). Profil Tim Putra Bolavoli Pantai Jawa Timur. *Jurnal Prestasi Olahraga*. <https://ejournal.unesa.ac.id/index.php/jurnal-prestasi-olahraga/article/view/19984>
- Surbakti, M. K., Parwata, I. G. L. A., & Wijaya, M. A. (2022). Tingkat Kedisiplinan Atlet Cabang Olahraga Bela Diri Pada Masa Adaptasi Kebiasaan Baru. *Jurnal Penjakora*, 9(1), 215–222. <https://doi.org/10.23887/penjakora.v9i1.44747>
- Tarigan, R. B., Munir, A., & Lubis, M. R. (2020). Pengaruh Model Pembelajaran Kooperatif dan Kecerdasan Emosional Terhadap Tanggung Jawab Siswa Dalam Mata Pelajaran Pendidikan Jasmani Olahraga. *Tabularasa: Jurnal Ilmiah Magister Psikologi*, 2(2), 127–133. <http://jurnalmahasiswa.uma.ac.id/index.php/tabularasa/article/view/306>
- Tasya Fahmi, A., Suratmin, S., & Happy Kardiawan, I. K. (2022). Motivasi Atlet Remaja Putri Dalam Mengikuti Kegiatan Pembinaan Olahraga Bolavoli. *Jurnal Pendidikan Kevelatihan Olahraga Undiksha*, 13(3), 102–107. <https://doi.org/10.23887/jjpk.v13i3.53860>
- Trajković, N., Pajek, M., Sporiš, G., Petrinović, L., & Bogataj, S. (2020). Reducing Aggression and Improving Physical Fitness in Adolescents Through an After-School Volleyball Program. *Frontiers in Psychology*, 11(August), 1–9. <https://doi.org/https://doi.org/10.3389/fpsyg.2020.02081>
- Tuwianto, P. E. (2018). Faktor-Faktor Pendukung dan Penghambat Prestasi Klub Bolavoli Yuso Yogyakarta. *journal.student.uny.ac.id*. <https://journal.student.uny.ac.id/index.php/pko/article/viewFile/10850/10395>
- Ulumuddin, A. I., & Irsyada, M. (2022). Peran Pelatih Dalam Membina Moral Atlet Bolavoli PBV Skanor Lamongan. *E-Journal Universitas Negeri Surabaya*, 155–162. <https://ejournal.unesa.ac.id/index.php/jurnal-prestasi-olahraga/article/view/46461>
- Valentino, R. F., & Ardian, A. (2017). Hubungan Antara Kecerdasan Emosional Dengan Prestasi Belajar Siswa Kelas Khusus Olahraga. *Jurnal Olahraga*, 3(1), 41–50. <https://doi.org/https://doi.org/10.37742/jo.v3i1.71>
- Wijaya, M. A., Permana, W. G. G., & Adi, I. P. P. (2022). Kedisiplinan Atlet Bola Voli Dan Bola Basket Pada Masa Adaptasi Kebiasaan Baru Di Kabupaten Buleleng Bali. *JSES: Journal of Sport and Exercise Science*, 5(1), 35–43. <https://doi.org/10.26740/jses.v5n1.p35-43>
- Yanti, A. F., Pitnawati, P., Erianti, E., & Sari, D. N. (2023). Studi Kondisi Fisik Siswa yang Mengikuti Ekstrakurikuler Bolavoli di SMA N 11 Padang. *Jurnal JPDO*, 6(5), 74–80. <http://jpdo.ppj.unp.ac.id/index.php/jpdo/article/view/1362%0Ahttp://jpdo.ppj.unp.ac.id/index.p>

hp/jpdo/article/download/1362/603

- Zetou, E., Vernadakis, N., Mountaki, F., & Karypidou, D. (2018). The effect of self-regulated feedback on acquisition and learning the overhand service skill of novice female athletes in volleyball TT - Efecto del feedback autorregulado sobre la adquisición y el aprendizaje de la habilidad en el servicio de jugadoras . *Cuadernos de Psicología del Deporte*, 18(1), 221–228. http://ezproxy.library.dal.ca/login?url=https://search.proquest.com/docview/2009505240?accountid=10406%0Ahttp://sfxhosted.exlibrisgroup.com/dal?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&genre=article&sid=ProQ:ProQ%3Apqrl&atitle=The+effe