



The Effect of Futsal Extracurricular Activities on The Development of Attitude and Teamwork among Students

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Abstract

In today's gadget-dominated world, fostering positive attitudes and teamwork among students is of utmost importance, given the negative effects of prolonged gadget use and the resulting addiction. Character education in schools plays a vital role in fostering a generation of citizens with positive values. One school program that plays a significant role is the futsal extracurricular activity conducted outside the classroom. The purpose of this study is to determine whether the futsal extracurricular activity can effectively develop attitudes and teamwork among students at Junior High School 3 Lembang. The method used is a quantitative approach with a causal-comparative research design. The sample in this study was selected using purposive sampling, comprising 40 students: a futsal extracurricular group ($n = 20$) and a non-futsal extracurricular control group ($n = 20$). The study utilized a questionnaire instrument with a Likert scale that had been validated for both validity and reliability. The data analysis employed descriptive statistics and inferential statistics. The results of the descriptive statistics showed a significant difference in the High category. The experimental group (students participating in the futsal extracurricular activity) scored 100% on both the attitude and teamwork variables, far higher than the control group (students not participating in the futsal extracurricular activity), which scored only 55% (attitude) and 5% (teamwork). The results of the inferential statistics for both variables yielded a Sig. (2-tailed) value < 0.001 . The Effect Size test (Cohen's d) for the attitude variable yielded a value of 1.229, and for teamwork, 1.257. Conclusion: This study shows that futsal extracurricular activities are highly effective in developing students' attitudes and teamwork skills as a solution to the widespread use of gadgets.

How to Cite

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INTRODUCTION

In this modern era, the development of students' attitudes and teamwork is of utmost importance. Students are one of the moral foundations of the nation, reflecting the dignity of the country by upholding positive values to build the nation's future. However, in this era, many students neglect their responsibilities due to becoming absorbed in spending excessive time using technology, particularly gadgets. Gadgets have become one of the tools that lead students to addiction, causing many to neglect their schoolwork, lack enthusiasm in completing assignments, and have limited direct social interaction, resulting in a loss of empathy and an increase in individualism. This aligns with the findings of Suqra et al. (2025) and Umarsana et al. (2025), who state that gadgets have a negative impact on students' character, leading to reduced social skills, difficulty collaborating, irritability, impatience, and increased vulnerability to negative online content.

In this context, education, particularly schools, plays a crucial role. This makes schools not only places for developing students' intellectual abilities but also for shaping their character. One school program that can serve as a venue for developing students' character, especially in terms of attitude and teamwork, is extracurricular activities conducted outside the classroom. As Rohanah et al. (2020) state, active participation in activities outside the classroom has proven to be one of the most effective ways to build students' character. These activities can influence students' interests, talents, and potential. In fact, extracurricular activities can influence students' behavior and character. According to Yulyanti (2022), extracurricular activities are those that take place outside of class hours. These activities are held outside the school environment with the aim of broadening students' understanding, fostering connections between various disciplines, deepening interests and talents, character development, and supporting holistic human development. One extracurricular activity that enables students to develop their character more effectively is futsal.

Futsal is a team sport played outside of regular class hours. According to Zulkarnaini et al. (2025), in the field of education, extracurricular sports activities like futsal serve as a vital tool in shaping students' character. Students learn that responsibility is a crucial aspect of adolescent development and collaborate to practice social interaction firsthand. In futsal, winning requires

teamwork.

According to Salas et al. (2018), teamwork is a dynamic process involving coordination, communication, and mutual support among members to achieve a common goal. In futsal, teamwork plays a crucial role because the game requires good coordination among the five players on the field. As shown by Haholongan et al. (2025) research, teamwork is also one of the key factors distinguishing winning teams from less successful ones. This is due to the importance of a positive attitude and strong teamwork in futsal extracurricular activities. A positive attitude and strong teamwork can lead a team to victory.

Given that attitude and teamwork are essential competencies that students must possess in today's modern world, and the absence of specific studies on the impact of futsal extracurricular activities at Junior High School 3 Lembang, this research is relevant to conduct. Based on the above discussion, this study aims to determine whether futsal extracurricular activities can contribute to developing the attitude and teamwork of students at Junior High School 3 Lembang. The hypothesis of this study is that futsal extracurricular activities have a significant effect on the development of the quality of attitude and teamwork among students at Junior High School 3 Lembang.

Then, this study has a novelty that lies in its specific focus: futsal extracurricular activities as a medium to develop the quality of attitudes and teamwork skills simultaneously among junior high school students in this gadget era, an aspect that received less attention in previous studies. Most of them study the results of physical performance rather than socio-educational developments in school-based futsal programs.

METHOD

This study was conducted at Junior High School 3 Lembang using a quantitative approach with a causal-comparative research design. This study also compared two groups of students based on gender (male and female students) and age (11-13 years), those participating in the futsal extracurricular activity ($n = 20$) and those not participating ($n = 20$), regarding the variables of attitude and teamwork. Sampling was conducted using purposive sampling, a technique in which samples are selected from the population based on the researcher's needs. Data were collected using a questionnaire with responses on a Likert scale (1-5) that had been validated for both validity and reliability. Data analysis involved

descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis included calculations of the minimum, maximum, mean, standard deviation (SD), and percentage scores for categorization. Meanwhile, inferential statistical analysis was conducted using the Shapiro-Wilk test for normality, Levene's Test for homogeneity, the Independent Sample t-test for hypothesis testing, and Cohen's d analysis with interpretation criteria following Cohen's standards to determine the effect size. Cohen's d analysis was used to determine the extent of the influence of futsal extracurricular activities on the development of attitude and teamwork.

RESULTS AND DISCUSSION

This section presents the results of the research data, including validity test results, reliability test results, descriptive statistical analysis, and inferential statistical analysis. The validity and reliability test results stem from the evaluation of the research instrument, specifically the questionnaire. This study utilized 14 statements, consisting of 7 statements regarding attitude variables and 7 statements regarding teamwork. Based on the results of the Pearson validity test analysis, it was found that each item tested from each variable was deemed valid with a calculated r value ≥ 0.312 and can be used to measure the level of development of students' attitudes and teamwork at Junior High School 3 Lembang.

A reliability test was conducted to determine that the instrument used was reliable, with a Cronbach's Alpha value greater than or equal to 0.60. The results of the reliability test for the questionnaire instrument for each variable, both attitude and teamwork, are presented in **Table 1**.

Table 1. Reliability Test Results

Variable	Cronbach's Alpha	N	Results
Attitude	.76	7	Reliable
Teamwork	.821	7	Reliable

The reliability test results show that each variable has a value greater than the minimum Cronbach's Alpha threshold of 0.60. The attitude variable achieved a value of 0.76, and the teamwork variable reached 0.821. Thus, it can be concluded that the questionnaire used has high consistency and is suitable for use in this study.

This analysis was conducted to provide a general overview of the achievements of the futsal extracurricular group and the non-futsal extracurricular group. Based on **Table 2**, a clear difference is evident in the means of the two groups.

Table 2. Results of Descriptive Analysis of Students' Attitudes and Teamwork

Variable	Group	N	Min	Max	Mean	SD
Attitude	Futsal Extracurricular	20	26	35	30.7	2.943
	Non-Extracurricular Futsal	20	17	32	25.7	4.879
Teamwork	Futsal Extracurricular	20	26	35	30.4	3.033
	Non-Extracurricular Futsal	20	14	34	24.9	5.461

The results in the **Table 2** above show that the attitude variable in the futsal extracurricular group had a higher mean score of 30.7 than the non-futsal extracurricular group, which scored only 25.7. This is similar to the results for the teamwork variable, where the futsal extracurricular group obtained an average score of 30.4 and the non-futsal extracurricular group obtained a lower average score of 24.9. From these analysis results, it can be said that the futsal extracurricular group consistently produced higher scores than the non-futsal extracurricular group. Based on these results, it can be stated descriptively that the Futsal Extracurricular group exhibits better attitudes and teamwork compared to the non-futsal extracurricular group.

The differences between the two groups are highlighted by categorizing them into three groups: High, Medium, and Low. A comparison of these categories is presented in **Figure 1**.

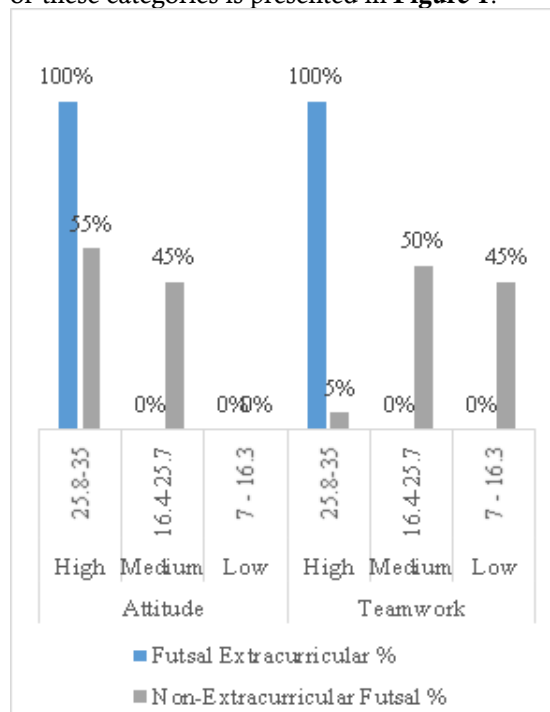


Figure 1. Comparison of Attitude and Teamwork Categorization Among Students in the Futsal Extracurricular and Those Not in the Futsal Extracurricular

Based on the **Figure 1** above, for the futsal extracurricular group, it can be seen that the attitude and teamwork variables in the High category achieved the maximum score with a percentage of 100%. Meanwhile, in the non-futsal extracurricular group, the attitude variable in the High category was at 45% and 50% for the teamwork variable. This indicates that the futsal environment has naturally fostered students' attitudes and teamwork with better outcomes. In contrast, the non-futsal extracurricular group tends to have varying levels of achievement.

Before conducting a hypothesis test, prerequisite tests are performed, one of which is the normality test. This test is conducted to determine whether the data distribution is normal or not. The normality test is based on the results of the Shapiro-Wilk test, with the decision criterion being that if the Sig. value is ≥ 0.05 , the data can be declared to be normally distributed. The detailed results of the normality test in this study can be seen in **Table 3**.

Table 3. Results of the Shapiro-Wilk Normality Test

Variable	Group	Statistic	df	Sig.	Description
Attitude	Futsal Extracurricular	0.931	20	0.163	Normal
	Non-Futsal Extracurricular	0.931	20	0.161	Normal
Teamwork	Futsal Extracurricular	0.926	20	0.128	Normal
	Non-Extracurricular Futsal	0.975	20	0.857	Normal

The results in the **Table 3** above show that the Shapiro-Wilk normality test yielded a p-value below 0.05, indicating that the data are normally distributed. For the attitude variable, both groups exhibited high levels of significance, with p-values of 0.163 (futsal extracurricular group) and 0.161 (non-futsal extracurricular group). This is also similar to the results of the teamwork test for the futsal extracurricular and non-futsal extracurricular groups, which had values of 0.128 (futsal extracurricular) and 0.857 (non-futsal extracurricular).

After the normality test was conducted and met the criteria, the homogeneity of variance test was then performed. This test was conducted to determine whether the two variables, both attitude and teamwork, had homogeneous variances. Decisions were based on the criterion that a Sig. value ≥ 0.05 indicates homogeneous data. The results of the homogeneity of variance test for each variable are presented in **Table 4**.

Based on the results in the **Table 4** above, the homogeneity test results for the two variables

differ. For the attitude variable, the Levene's Statistic value is 6.894 and the Sig. value is 0.012 ($p < 0.05$), indicating that the variances of the two groups for the attitude variable are not homogeneous. Therefore, under these conditions, further analysis is required using the assumption of unequal variances in the hypothesis test via the independent samples t-test. Meanwhile, for the teamwork variable, both groups have a Levene's Statistic value of 4.092 and a Sig. value of 0.50 ($p \geq 0.05$), so the variances of the two groups can be considered homogeneous.

Table 4. Results of the Homogeneity of Variance Test (Levene's Test)

Variable	Levene's Statistic	df1	df2	Sig.	Description
Attitude	6.894	1	38	0.012	Not Homogeneous
Teamwork	4.092	1	38	0.050	Homogeneous

Analysis of the hypothesis test results was conducted to demonstrate the significance of differences between the futsal extracurricular and non-futsal extracurricular student groups at Junior High School 3 Lembang using an Independent Samples t-test. The complete results of the hypothesis test are presented in **Table 5**.

Table 5. Results of Independent Samples t-test and Effect Size Analysis

Variable	Assumptio Vari- ance (Sig.)	t	df	Sig. (2-tailed) & Cohen's d
Attitude	0.012*	3.885	31.211	< 0.001 d = 1.229 (Large Effect)
Teamwork	0.050	3.973	38,000	< 0.001 d = 1.257 (Large Effect)

*) Using the "Equal variances not assumed (Welch's t-test)" row because Sig < 0.050.

The data presented in **Table 5** show a statistically significant difference between students who participate in futsal extracurricular activities and those who do not. This is evidenced by a Sig. (2-tailed) value < 0.001 for all variables (attitude and teamwork), which is far below the significance threshold of 0.05.

Next, to assess the extent to which the futsal extracurricular activity influences students' attitudes and teamwork, Cohen's d (Effect Size) was calculated. The effect size results in the Cohen's d column show 1.229 for the attitude indicator and 1.257 for the teamwork indicator. This proves that futsal extracurricular activities have a significant impact on the development of students' attitudes and teamwork at Junior High School 3 Lembang. Thus, it can be concluded that team sports have a significant influence on positive changes in students' character.

From the research data above, it is evident that there is a significant difference between the attitudes of students participating in the futsal extracurricular group and those who do not ($t = 3.885$, $p < 0.001$, Cohen's $d = 1.229$). Students participating in the futsal extracurricular activity have an average score of 30.7. This score is higher than that of students not participating in the futsal extracurricular activity, which was only 25.7. Furthermore, all students participating in the futsal extracurricular activity (100%) fell into the high attitude category. Meanwhile, among students in the non-futsal extracurricular group, only 55% were in the high attitude category, and 45% were in the moderate category.

The difference in the results of this analysis stems from the fact that students who participate in daily futsal extracurricular activities consistently receive guidance and training, leading to better character development and social attitudes. In every practice session or match, students are consistently required to maintain a positive attitude, such as controlling their emotions toward opponents, accepting defeat, being magnanimous, and respecting every referee's decision. Thus, over time, these experiences shape the students' positive character and mindset in their daily behavior.

This aligns with Sembiring et al. (2025), who state that sports extracurricular activities provide a platform for students to develop positive values such as cooperation, communication, and empathy. Silalahi et al. (2025) also emphasize that the futsal program not only trains students' physical and mental abilities but also enhances their social skills, such as peer relationships. Overall, sports play a crucial role in the development of students' character and social attitudes. In contrast, the results of the attitude analysis among students in the non-futsal extracurricular group revealed a tendency toward antisocial attitudes, as evidenced by lower average scores and categorization compared to students in the futsal extracurricular group. In this regard, the researcher argues that reliance on digital interactions via gadgets causes students at Junior High School 3 Lembang to miss opportunities to practice empathy and social responsibility in real life, making them more vulnerable to social degradation, unlike students in the futsal extracurricular group, who are accustomed to team rules and discipline. This aligns with the findings of Lestari & Sulaeman (2024) that excessive gadget use leads to social behavioral deviations such as a lack of interaction, apathy, and solitary behavior. This is also consistent with Islambouli et al. (2025), who

found that smartphones or gadgets have negative impacts on psychological, social, intellectual, and physical well-being. Excessive use of smartphones or gadgets can increase anxiety, social isolation, and individualistic attitudes.

The results of this study's analysis also reveal that there is a highly significant difference in teamwork among students at Junior High School 3 Lembang between those participating in the futsal extracurricular activity and those not participating ($t = 3.973$, $p < 0.001$; Cohen's $d = 1.257$). Students participating in the futsal extracurricular activity had an average teamwork score of 30.4, far higher than the non-futsal extracurricular group, which scored only 24.9. In the categorization results as well, the futsal extracurricular group showed a stark contrast: 100% of students in the futsal extracurricular group fell into the High category. Meanwhile, among students in the non-futsal extracurricular group, only 5% were in the high category, 50% in the moderate category, and 45% in the low category.

The high research findings regarding teamwork among students participating in futsal extracurricular activities may be attributed to students being more active in sports on the field compared to using their gadgets. This aligns with the findings of Li et al. (2026), who noted that adolescents' participation in soccer effectively reduces gadget addiction.

Students participating in the futsal extracurricular program are more focused on team play, which requires them to collaborate as a team to achieve optimal results in a match. In this sport, victory is not achieved by an individual but through coordination, collaboration, and communication among team members. Additionally, students can learn how to manage conflicts within the team and prioritize the common good. These competencies can benefit students in both their social and academic lives, not just within the futsal extracurricular setting.

As noted by Yusnadi (2025), extracurricular sports activities have a positive and significant impact on students in terms of character development. This impact is evident in students' sense of discipline, teamwork, sportsmanship, and leadership. Fauzen (2025) also states, based on his research findings, that extracurricular activities influence students' social development. Interactions within groups, the demands of cooperation, and the dynamics of extracurricular activities help students develop communication skills, empathy, sportsmanship, and problem-solving abilities. This indicates that extracurricular activities, particularly sports, serve as an important

platform for social learning within the school environment.

These sports activities help students shift their focus away from gadgets. From a behavioral habits perspective, regular exercise requires a sustained investment of time and attention. These requirements reduce the amount of time adolescents spend using gadgets (Ye et al., 2025).

Furthermore, the most notable finding in this study's results is the effect size (Cohen's *d*) for each observed variable. The attitude variable in this study had a Cohen's *d* value of 1.229, and the teamwork variable had a value of 1.259. Both results are higher than the threshold for Cohen's *d*, which is 0.80, confirming that the futsal extracurricular activity has a very significant impact on students' attitudes and teamwork at Junior High School 3 Lembang.

Descriptively, the high Cohen's *d* effect size indicates that futsal extracurricular activities serve as a solution to students' sedentary lifestyles caused by gadget use, enabling them to become more active in developing their social character, particularly in terms of attitude and teamwork. In this context, futsal, as a team sport, acts as a means of building students' resilience against the negative impacts of gadgets. This aligns with Tauste-Garcia et al. (2025), who noted that soccer activities can help regulate emotions and promote self-control. Consequently, adolescents may be less likely to use gadgets to alleviate negative emotions. Additionally, Li et al. (2025) explain that team sports in school can help students develop team spirit and psychological resilience. The overall findings of Li et al. (2025) study suggest sports-based extracurricular activities as a solution for students to overcome gadget addiction.

Therefore, Junior High School 3 Lembang needs to pay more attention to the development of sports extracurricular activities, particularly futsal. A structured development program with a curriculum that incorporates positive values and teamwork will provide optimal benefits for students. Additionally, students who do not participate in extracurricular activities should be encouraged to actively engage in such programs. Given the significant positive impact students can gain from these activities, as evidenced by the findings of this study.

Overall, these findings confirm that futsal as an extracurricular activity is not merely a physical activity conducted outside of class hours, but a powerful and tangible pedagogical tool for building students' character. Amid the widespread use of gadgets that fuel digital social isolation, the high effect sizes observed in attitudes and

teamwork serve as empirical evidence that real-world interactions outside of school, particularly on the field have a far greater impact on shaping attitudes and fostering teamwork. Therefore, strengthening team-based extracurricular activities at Junior High School 3 Lembang is a strategic step in mitigating the negative impacts of technology, such as gadgets, and can restore the true essence of social interaction among adolescents.

Besides that, this study has some limitations that must be acknowledged. First, the study was conducted in one school (Junior High School 3 Lembang), which used the total female and male sample difference, which limited the generalization of the findings to a wider population. Second, the study relied on questionnaire-based observations and measurements, which may be subject to social desirability, as students may respond in ways they perceive to be favorable rather than reflecting their actual attitudes and behaviors. Third, questionnaire statements that use a relatively small number of items may have limited the ability to capture all indicators of attitudes and teamwork among students. Therefore, future studies are recommended to involve a larger and more diverse sample across multiple schools, use a mixed-methods approach to gain deeper insights, and use larger statement items to better assess sustained behavioral change.

CONCLUSION

Based on the results of the data analysis and discussion, it can be concluded that there are proven effective differences in attitude and teamwork between students participating in the futsal extracurricular program and those not participating in the program at Junior High School 3 Lembang. Students who actively participate in futsal extracurricular programs show a much higher level of attitude and teamwork quality compared to those who do not participate in these programs. This conclusion directly discusses the purpose of the research, emphasizing that futsal extracurricular activities can effectively function as a medium for developing attitudes and teamwork among junior high school students, especially at Junior High School 3 Lembang. Futsal's collaborative demands and teamwork include communication that makes students more social, respectful, disciplined, and collective decision-making, which gives students a consistent opportunity to practice these values in a real and meaningful context. As a result, participation in the futsal program not only trains students physically but also contributes to the formation of positive character and

cooperative behaviors that are essential during adolescence.

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