

**Educational Support for Career Development of South Sulawesi Athletes****Arifuddin Usman<sup>1</sup>, Suroto<sup>2</sup>, Nining Widyah Kusnanik<sup>3</sup>, Arimbi<sup>4</sup>✉, Poppy Elisano Arfanda<sup>5</sup>**Faculty of Sport Science, Universitas Negeri Makassar, Makassar, Indonesia<sup>145</sup>Faculty of Sport Science and Health, Universitas Negeri Surabaya, Surabaya, Indonesia<sup>23</sup>**Article History**

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**Abstract**

This research aims to evaluate the form of educational services for students who are also pursuing professions as outstanding athletes. In general, outstanding athletes often face a dilemma when faced with the obligations they also have to carry out in their formal education. Starting from class schedules, and assignments to exams that they have to complete during training and match schedules. This research involved 34 outstanding student-athletes who had at least won a bronze medal in a South Sulawesi provincial-level championship event. This research will analyze the context, input, processes, and products of existing educational services, including distance programs, special athlete schools, and programs at sports training centers. The goal is to identify problems and suitability of available special education services and create a destination where athletes can excel in both sports and academics. The conclusion obtained in this research is that at the primary to secondary education level, there are no special regulations made by schools to accommodate outstanding student-athletes as a form of support for student-athlete careers. Another interesting finding in this research was that 90% of student-athlete respondents preferred and understood practical lecture material more easily than theoretical material.

**How to Cite**

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## INTRODUCTION

To increase the nation's competitiveness in the field of sports, a long-term integrated and collaborative policy direction for fostering and developing national sports is needed, as contained in the Grand National Sports Design (Desain Besar Olahraga Nasional/DBON). DBON is a master plan document that contains the direction of national sports coaching and development policies which are carried out effectively, efficiently, superiorly, measurably, systematically, accountable and sustainable within the scope of educational sports, recreational sports, performance sports, and the sports industry (RI Presidential Decree, 2021). Thus it is clear that education must be the basic foundation of every aspect of human resource development.

The importance of education was emphasized through the results of the general assembly of the United Nations (UN) on September 25, 2015 in the United States, this general assembly was attended by 193 representatives of countries including Indonesia who agreed to the establishment of Sustainable Development Goals (SDGs) (Sdg, 2019). The goals of the SDGs must be achieved by 2030, the SDGs have 17 goals in carrying out sustainable development, one of the goals is to ensure education that is inclusive and of equal quality, as well as supporting lifelong learning opportunities for all listed in the fourth goal (Pizzi et al., 2020). One of the targets in this fourth goal is by 2030 to ensure that all girls and boys complete free, equal, and quality primary and secondary education, which leads to relevant and effective learning outcomes (Tan, 2020).

Education is a conscious and planned effort to create an atmosphere and learning process that can help students develop themselves and become individuals who have a positive character, intelligent, and skilled for themselves and the surrounding community (National Education Law, 2003). Education is also a right for all individuals, not limited to age, background, and other social status (Viviansari, 2019), the same needs are also for individuals who carry out other professions, for example as outstanding athletes. Usually, those who choose to focus on developing their talents from a young age will tend to care less about the formal education process, especially if in the process they are required to follow the entire series of educational processes like other students who are not athletes, this condition further alienates their desire to learn at school. However, on the other hand, it must be realized that the current athlete profession in Indonesia is

not something that promises a comfortable future in old age. By realizing that if they have a high level of education, athletes who will retire will find work relatively more easily. It is only natural that outstanding athletes you still have to try harder to do both, pursue your talents and fulfill your educational needs.

The concept of education in Indonesia is currently guided by the Independent Curriculum (Kurikulum Merdeka), a system of plans and arrangements regarding learning materials that can be guided in teaching and learning activities that focus on freedom for educators to create quality learning that suits students' needs and learning environment. One of the characteristics highlighted in the independent curriculum is the development of students' soft skills and character, this is of course very appropriate to the needs of students who have a career as athletes if it is truly guided at every level of education, becoming the basis for preparing special regulations for students who have a career as an athlete.

The feel of learning will be more comfortable because students can discuss more with the teacher, learn together outing class, and not only listen to the teacher's explanation, but rather form the character of students who are brave, independent, clever in socializing, civilized, polite, competent, and do not only rely on the ranking system which according to several surveys only disturbs children and parents. In fact, every child has talents and intelligence in their respective fields. The concept of independent learning and simplifying goals and student-centered learning processes is expected to improve students' interpersonal intelligence (Albar & Mastiah, 2022; Lince, 2022).

Based on these conditions, each educational institution should also have a special management policy accommodating outstanding athlete students so that their learning needs can still be met without having to leave and stop developing themselves as athletes. Because young athletes also receive formal education like other students, they go to school and take the final graduation exam. They also certainly view formal education as no less important for them even though they cannot bury their dreams of becoming outstanding athletes who will make their region or even their country proud.

One form of support from our government is that in Indonesia, various special education program services are available for outstanding athletes, such as Student Education and Training Programs (PPLP), Student Education and Training Programs (PPLM), Sports

Schools, and Sports Classes. The presence of PPLP and PPLM(Jamalong, 2014) is intended as a system for developing sports achievements as well as an integrated, sustainable, and tiered nursery(Setiyawan, 2016; SKN, 2005). However, apart from the limited number, it is also not known for certain whether this educational service meets the needs of outstanding athletes to be able to compete in the world of work globally.

In this research, an evaluation will be carried out using the Context, Input, Process, and Product (CIPP) model (Stufflebeam, 2007; Stufflebeam & Zhang, 2017). The CIPP model will be used to analyze the context of educational program services, input from managers and athletes, the ongoing process of educational programs, and the products produced from these educational programs (Aziz et al., 2018; Hakan & Seval, 2011; Stufflebeam, 2003). By conducting a comprehensive evaluation of educational program services for outstanding athletes, existing weaknesses can be identified and appropriate corrective steps taken. The CIPP evaluation model is recognized as a comprehensive framework that can guide the evaluation process well (Stufflebeam, 2003). It is hoped that this will support the development of outstanding athletes in Indonesia more optimally, not only in the field of sports but also in the academic field.

**METHODS**

The research method used in this research is qualitative research with a descriptive approach. The data collected in qualitative research is in the form of words, and images, not numbers. In this research, the data comes from interview scripts, field notes, photos, video recordings, and others. Observations and interviews were carried out on 34 respondents aged 17-23 years, both men and women who were included in the criteria for the main problem studied, namely students who also work as outstanding athletes with a minimum achievement category of having won a bronze medal in a provincial level event. Other data support comes from lecturers or teachers if they have been involved in the athlete profession since school, as well as other related parties. The interview script will provide direct information about the situations and activities that occur in the lecture process, while the interview will provide an opportunity to obtain in-depth views and perspectives from the respondents. The CIPP model is used in this research to evaluate programs from various models. The CIPP model evaluation has the flexibility to be used in a variety of fields,

including formative and summative evaluation of projects, programs, products, institutions, and systems.

**RESULTS AND DISCUSSION**

Respondents involved in this research were 34 outstanding athletes from South Sulawesi, aged between 17 and 23 years, who are active as athletes and have the lowest achievement was winning a bronze medal and the lowest event category at the South Sulawesi Province level.

**Table 1.** Respondent Data Based on Gender

Gender	Amount	Percentage
Man	20	58.8
Woman	14	41.2
<b>Total</b>	<b>34</b>	<b>100</b>

**Table 1** shows that the number of male respondents was 20 athletes or 59% and female respondents were 14 athletes or 41%.

**Table 2.** Respondent Data Based on Age

Age	Amount	Percentage
17	1	2.9
18	5	14.8
19	3	8.8
20	2	5.9
21	6	17.6
22	15	44.1
23	2	5.9
<b>Total</b>	<b>34</b>	<b>100</b>

**Table 2** is a description of respondents based on age, 17 years as many as 1 athlete or 2.9%, 18 years as many as 5 athletes or 14.8%, 19 years as many as 3 athletes or 8.8%, 20 years as many as 2 athletes or 5.9%, 21 years there were 6 athletes or 17.6%, 22 years old there were 15 athletes or 44.1% and 23 years old there were 2 athletes or 5.9%.

**Table 3.** Respondent Data Based On Sport

Sports	Amount	Percentage
Petanque	19	55.9
Cricket	9	26.5
Badminton	4	11.8
Karate	1	2.9
Basketball	1	2.9
<b>Total</b>	<b>34</b>	<b>100</b>

**Table 3** is an illustration of the sports played by athletes, namely petanque with 19 athletes or 55.9%, cricket with 9 athletes or 26.5%, badminton with 4 athletes or 11.8, and karate and basketball with 1 athlete each or 2.9%.

**Table 4.** Description of Special Treatment in the Education Process

Education Level	Respondents	Special treatment
Elementary School	2	No special treatment is received
Junior High School	2	Receive special treatment from their respective physical education teachers at their schools
Senior High School	2	Receive special treatment from the homeroom teacher and physical education teacher
College	32	Receive special treatment as a form of regulation from the University for outstanding students

**Table 4** shows that there are only 2 athletes who have pursued a career as an athlete since elementary school and only received special treatment during the education process from middle school to high school, while the other 32 have only started their careers since university.

**Table 5.** Description of student-athlete learning outcomes

Variable	Student Opinions/Satisfaction
Material Portion	34 respondents answered that the portion of the material they received during lectures was appropriate
Retention of material	27 of 34 respondents answered that their understanding was between 60-80%, 5 respondents answered that they understood around 50%, 2 other respondents answered that they only understood 20%
Theory and practice material	4 respondents answered that they liked the theoretical material, 30 respondents answered that they preferred practical courses
Grade-Point Average	3 respondents answered that they were not satisfied with their current IPK. 31 respondents answered that they were very satisfied with their current IPK.
Filling in KRS	33 respondents answered that they carried out the KRS process independently, 1 respondent answered that sometimes friends help with the KRS process.

This research aims to evaluate the form of educational services for students who are also pursuing professions as outstanding athletes. In general, outstanding athletes often face a dilemma when faced with the obligations they also have to carry out in their formal education. Starting from class schedules, and assignments to exams that they have to complete during training and match schedules. Select focus on developing your potential talent as an athlete to achieve the achievements you aspire to is certainly a pleasant picture, but strengthening the foundation of education to the highest level is one way to equip yourself well so that you are ready to compete globally in the world of work.

Through interviews, their hope as outstanding athletes is that they will be given enough space to continue to train and compete while undergoing the educational process, but in reality, the 2 respondents who started focusing on pursuing the athlete profession at the elementary education level only felt that they received a little special treatment at the junior high school level. special treatment received subjectively from physical education subject teachers, physical education subject scores are always high even though they are often absent at the same time as competitions. Then at the high school level, special treatment began to be more pronounced from class teachers and physical education teachers and one respondent felt that special treatment was received only because his parents were also teachers at that school. After all, other athletes who attended the same high school did not get special privileges. like him.

Special treatment is received from the homeroom teacher and physical education teacher, the homeroom teacher actively informs about the lesson material that is left behind and the school assignments that must be completed. One respondent admitted that he was greatly helped by the special treatment he received in high school so that he could still follow the rhythm of learning at school without reducing the training and competition schedule. The respondent also explained that the level of high school education he attended was the package C pursuit program (equivalent to high school). One's another respondent felt he received special treatment because one of his parents was a teacher at the same school, not because there were special regulations from the school for student-athletes, although, in the end, he admitted that he felt sorry for missing out on moments in high school, not knowing many friends. His friend, because he only went to school occasionally, but the advantage was that he felt that the peak of his best performance as an athlete was in high school.



Opinions about preferential treatment at school for the other 32 respondents were different because they started their careers as new athletes after choosing to enter the sports science faculty and starting to join the Faculty Student Activities Bureau (Biro Kegiatan Mahasiswa Fakultas/ BKMF) for the sport of their choice. The Faculty of Sports Science has several sports coaching institutions at the Faculty level called BKMF. At BKMF they usually have a programmed training schedule, starting from participating in local events until finally they focus on developing themselves and their abilities in the sport of their choice. They receive special treatment, especially in terms of permission to attend training camps and match times. Following the stipulation of university regulations, every student who excels at the national level, including achievements in the field of sports, who is preparing to take part in competitions in any field or training camps for athletes must be given permission and relief in their duties as long as they are accompanied by a clear permission letter and When achieving 1st, 2nd and 3rd place at the national level, Makassar State University provides a reward in the form of UKT exemption for athletes who achieve this achievement, for several semesters depending on the achievements they achieve. The aim of providing these rewards is so that the students concerned can be more motivated so that they are not only able to maintain their achievements but also have the urge to increase their potential.

By linking it to the development of students' potential, reward can be understood as a form of appreciation for justification of behavior that has been carried out to motivate greater reinforcement and repetition. It can be used as a limit to base the form of reward it self(Solehuddin Iqbal, 2020). In other words, the form of reward includes everything positive and can give a good impression of the behavior that has been carried out. In general, rewards can be in the form of material and non-material, namely all actions carried out whose aim is none other than to motivate the person concerned. As in other research(Akmal et al., 2019)It was stated that through the results of interviews giving rewards to students at SMA Muhammadiyah Gunung Meriah, it could be concluded that giving rewards was very useful for students, especially in providing good stimulus. In general, it can be seen that having rewards will have a very positive impact on students in several ways. First, students become more enthusiastic about carrying out activities that their teacher will give them. Second, providing the right rewards will increase children's motivation to

achieve more. Third, giving rewards encourages other students to follow the example of children who have received rewards from their teachers.

In terms of the process and achievement of learning outcomes which are concluded from several main indicators such as the portion of the material, understanding of the material, theoretical or practical material which they remember and enjoy more, satisfaction with the cumulative achievement index (IPK) and how they have filled out their study plan card so far Study Plan Card (KRS).

Regarding the portion of material received by student-athletes in lectures, all respondents answered that the portion of material they received during lectures, even though the competition preparation period coincided, was not much different from other students, because they could still take online lectures. After all, it coincided with the pandemic period. assignments in certain courses, their lecturers will give them a longer time to complete them, for mid-semester exams and final semester exams. Often they can still follow the process, even if it coincides with a competition, lecturers will usually give additional assignments instead of exams or provide other time for them when the competition period is over. This is done as an implementation of university policy to always provide space for outstanding students so they can still take part in the process. study without leaving their profession as athletes.

In theory, it is said that if a student-athlete has good self-management, then the student can take part in the lecture process like other students who are not athletes if they have received special treatment from the lecturer. Athletes are said to have characteristics such as ambition, achievement, hard work, persistence, commitment, intelligence, and the ability to organize themselves (Maksum, 2017). Although, in reality, some student-athletes are less able to self-regulate academically. Things that are factors in academic self-management are goal setting, emotional regulation, business regulation, time management, physical and social environment regulation(Dembo et al., 2017).

In other qualitative research(Niken Cahyaningsih, 2016)with the results of interviews with two teaching staff at the Faculty of Sports Science on February 23, 2015, it was stated that most of the students at the Faculty of Sports Science lacked discipline in entering the lecture hall. When compared with other faculties at Universitas Negeri Yogyakarta, the assignments submitted by students at the Faculty of Sports Science have less than optimal quality. Some stu-

dent-athletes do not complete assignments given by lecturers as a substitute for absence from lectures. This indicates that some student-athletes lack academic self-management.

Meanwhile, in understanding the material, 27 out of 34 respondents answered that their understanding of the average material in lectures was between 60-80%, 5 respondents answered that their understanding of the average material in lectures was 50% and 2 other respondents answered that their understanding of the average material was 50%. in lectures only 20%. Although according to them, the percentages vary, they consider this understanding to be normal because their focus is divided during the training camp. In contrast to the other 2 respondents who answered that they only understood 20%, they thought this was not normal but happened because they had difficulty understanding the material presented especially the theoretical material.

Courses at the sports science faculty consist of theory courses and practical courses, 30 out of 34 respondents said they preferred practical courses and 4 respondents said theory courses, specifically 3 of them said anatomy courses were more impressive. they remember because they had to memorize body parts, 1 other respondent specifically mentioned that the Indonesian language course made him very interested in learning more about Indonesian. Of course, there is nothing wrong with their perception. Everyone has a different learning style according to their perspective. Some children learn more effectively by focusing on visuals some rely more on hearing (Suwiwa et al., 2014) and some prefer to learn with movements called kinesthetic.

According to theory, there are several characteristics of children with intelligence namely; prefer moving activities and direct (practical) learning experiences, get bored easily in conventional classes, they don't like sitting still and just reading, like physical activities and sports, enjoy creating things and like learning styles using hand movements and the sense of touch or sensory teaching, looks more expressive when in nature and has good gross motor skills so they don't hesitate to come into contact with the outside environment (Acesta, 2019; Annisa, 2021). Based on this concept, it can be understood why most students who choose to study at the sports science faculty have kinesthetic intelligence so that practical learning methods are more attractive to them, even though every practical science requires a basic understanding in a theoretical context before being implemented in practical learning.

This research is also relevant to other

research regarding comparisons between student-athletes and non-athletes conducted by Pedescleaux (Pedescleaux, 2010) the research aims to determine non-cognitive motivation factors as indicators of academic achievement for male athletes and male non-athletes. The results of the research obtained were that there were differences in motivation and the Cumulative Achievement Index (IPK) between male athletes and non-athletes. Male non-athletes enjoyed discussions more and were more comfortable in teaching and learning activities in the classroom than male soccer athletes. The results of this study indicate the need for academic and social support for male student-athletes and male non-athlete students to ensure positive development of academic achievement.

Regarding student satisfaction with the learning outcomes reflected in the IPK. The final results of the academic process in higher education are shown in the form of a score known as IPK. The student achievement index is an achievement in the student's learning process in one semester. Regarding student satisfaction with their IPK, 3 respondents answered that they were not satisfied with their current IPK because they felt it did not match their performance without specifically stating the IPK value in question. Meanwhile, 31 other respondents answered that they were very satisfied with their current IPK and several were able to specifically mention their last IPK above 3.7.

IPK is very important for a student's academic life because the IPK value influences the period of study, scholarships, and even job applications in the future. A low IPK will have a detrimental impact on students, so students often do anything to try to increase their IPK so that it is in line with standards, even in one study it was concluded that a low IPK can make students experience academic stress which will ultimately reduce their motivation in other activities (Putri et al., 2018).

In other research, it is also said that one of the causes of academic stress in students is high academic load, such as intense competition in achieving achievements, pressure to continue to improve achievements, various lecture assignments, exams, feeling that you have chosen the wrong college major, unsatisfactory grades, drop threat out, adapting to a new environment, chaotic time regulations, poor self-management, living independently, difficulties in financial regulations, looking for a place to live, interpersonal relationship disorders, conflicts with friends, lecturers, girlfriends, and family, and pressure to

continue to improve performance academics and demands a high IPK(Kholidah & Alsa, 2012)

The final indicator in this research that refers to the student-athlete education process is the student-athletes independence in administrative matters, one of which is filling out the KRS. Filling in the KRS is mandatory for every student before starting a new semester of study(Apriana, 2018). KRS contains a list of courses that students can choose in that semester, generally divided into mandatory courses and elective courses in proportions determined by each university. Regarding independence in filling in the KRS, 33 respondents answered that they independently registered and filled in the KRS like other students and 1 respondent answered that sometimes his friend helped him register and fill in the KRS.

Students with high independence will demonstrate high ability in making decisions, carrying out decisions, carrying out their duties, having self-confidence, being able to solve problems, having initiative, and having high self-control(Asiyah, 2013). In his theory, Furhmann states that a person's ability to develop independence is related to their experiences with their family(Bryant et al., 2020).

## CONCLUSION

It can be concluded that at the primary to secondary education level taken by students, they do not receive special treatment at school, because there are no such regulations at school, so they need to manage their time in such a way to pursue a career and carry out the educational process even though admitted that he was tired of the routine. Education at every level for student-athletes needs to be differentiated from students who are not athletes, not preferential treatment but regulations that contain rules that set different achievement standards for student-athletes and non-athletes. Apart from that, it must be taken into consideration that the differences in characteristics, activities, and types of intelligence between student-athletes and non-athlete students will certainly require different treatment to stimulate these two characteristics to develop optimally as stated in the objectives of the independent curriculum to develop intelligence. each individual according to his talents and intelligence. So the special regulations for student-athletes, apart from being a form of implementation of the independent curriculum, are also direct support for athletes' careers which will really help their educational process and also prevent the emergence of stress or even depression which is very

likely to be experienced by pupils and students, especially at a relatively young age. so they tend to be vulnerable to triggering psychological stress due to the burden of their environment, which in the end will reduce their quality of life as individuals and their existence in society.

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