



**The Role of Physical Education Teachers in Building Student Character Education at
MI ITB Dukupuntang, Cirebon Regency**

Imam Baihaqi^{1*}, Fajar Kurniawan², Dewi Wahyuni³

^{1,2,3}Universitas Nahdlatul Ulama Cirebon, Indonesia

*Corresponding Author: Putri Dwi Hapsari, e-mail: maulana@gmail.com

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Abstract

Study purpose. Character education is an important foundation in shaping the personality of students to be moral, disciplined, and responsible. In the context of primary schools/madrasah ibtidaiyah, Physical Education, Sports, and Health (PJOK) teachers have a strategic role because physical education not only emphasises physical fitness but also internalises the values of sportsmanship, cooperation, honesty, and discipline through practical activities. Therefore, the role of PJOK teachers is crucial in the process of shaping students' character. Research Objectives. This study aims to analyse and describe the role of PJOK teachers in shaping student character education at MI ITB Dukupuntang, Cirebon Regency.

Materials and Methods. This research uses a qualitative approach with a descriptive design. The research subjects consist of PE teachers, the head of the madrasah, and students. Data collection techniques include observation of the learning process, in-depth interviews, and documentation studies. The data were analysed through the stages of data reduction, data presentation, and conclusion drawing. Data validity was tested using source and technique triangulation.

Results. The results showed that PE teachers played an active role in shaping students' character through the integration of character values in lesson planning, exemplary behaviour during sports activities, instilling discipline and obedience to the rules of the game, strengthening teamwork, and providing reinforcement in the form of educational rewards and punishments. Supporting factors include a religious school culture and institutional support, while the main obstacles are limited infrastructure and variations in students' character backgrounds.

Conclusion. PE teachers play a significant role in shaping students' character education through activity-based learning strategies that integrate character values. Optimising this role requires support from the school environment, curriculum, and adequate facilities.

Keywords: Physical Education Teacher, Character Education, MI Students, Physical Learning, Student Character.

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Introduction

Character education is a strategic issue in Indonesia's national education system. Law No. 20 of 2003 on the National Education System emphasises that the purpose of education is not only to develop cognitive aspects, but also to shape the character and civilisation of a dignified nation. In this context, schools have a major responsibility to instil moral values, ethics, discipline, responsibility, and cooperation in students from an early age.

Madrasah Ibtidaiyah (MI) as an Islamic-based primary education institution has a dual mandate, namely strengthening academic competence and shaping good character. The implementation of character education in MI is not only carried out through religious subjects, but is integrated into the entire learning process, including Physical Education, Sports and Health (PJOK).

PJOK has unique characteristics compared to other subjects. Learning is not centred in the classroom, but through physical activities, games, and sports that are rich in values. Each activity contains affective dimensions such as sportsmanship, honesty, leadership, discipline, responsibility, and teamwork. Therefore, PJOK teachers have a strategic position as agents of character building.

Pedagogically, activity-based learning allows for the internalisation of values through experiential learning. When students follow the rules of the game, respect their opponents, accept defeat, and work together in a team, the process shapes character more effectively than moral lectures alone.

However, in practice, the implementation of character education through PJOK still faces various challenges, such as limited facilities and infrastructure, teacher-student ratios, and teachers' understanding of the integration of character values in lesson plans. In addition, students' family backgrounds and social environments also influence the success of character building at school.

MI ITB Dukupuntang in Cirebon Regency is one of the madrasahs that emphasises character education based on religious culture and discipline. PJOK activities at this madrasah are not only oriented towards fitness but also attitude building. PJOK teachers act as educators, trainers, role models, and moral guides.

Based on this context, this research is important to analyse in depth the role of PJOK teachers in shaping student character, the strategies used, and the supporting and inhibiting factors. The research questions include: a) What is the role of PJOK teachers in shaping student character? b) What are the strategies for implementing character values in PJOK learning? c) What are the supporting and inhibiting factors? d) The purpose of this study is to describe and analyse the role of PJOK teachers in shaping student character education at MI ITB Dukupuntang, Cirebon Regency.

Materials and Methods

Population and Sample

This study used a descriptive qualitative approach. The research population consisted of all MI ITB Dukupuntang school members involved in PJOK learning, including:

- a. PJOK teachers
- b. Madrasah principals
- c. Students in grades IV–VI

The research sample/subjects were determined using purposive sampling, with the following criteria: PJOK teachers who have been actively teaching for at least 2 years, madrasah principals as policy makers, and students who actively participate in PJOK learning.

Number of subjects:

- a. 1 PJOK teacher
- b. 1 Madrasah principal

c. 12 students

Research Organisation

The research stages included:

1. Pre-fieldwork
2. Literature study on character education
3. Development of observation and interview instruments
4. Fieldwork implementation
5. Observation of PJOK learning
6. In-depth interviews
7. Documentation (lesson plans, photos of activities, rules and regulations)
8. Data processing
9. Interview transcription
10. Thematic coding
11. Character value categorisation
12. Data validation
13. Source triangulation
14. Technique triangulation
15. Member check

Statistical Analysis

As this is qualitative research, the analysis uses the interactive model of Miles & Huberman:

Data Reduction

Selecting relevant data related to the role of teachers and character values.

Data Presentation

In the form of descriptive narratives and thematic matrices.

Conclusion Drawing

Interpreting patterns in the role of physical education teachers.

For reinforcement, a simple percentage analysis of the character observation sheet (discipline, cooperation, sportsmanship) was used.

Results

The results of the study show that physical education teachers play an active role in shaping students' character through various pedagogical strategies.

- a. First, character values are integrated into lesson planning. Teachers include indicators of discipline, responsibility, and cooperation in their lesson plans.
- b. Second, teachers demonstrate exemplary sportsmanship, honesty, and discipline during lessons.
- c. Third, discipline is instilled through routines such as lining up, praying, and warming up. Fourth, cooperation is strengthened through team games. Fifth, sportsmanship is instilled through adherence to the rules of the game.

In addition, teachers apply educational rewards and punishments. Supporting factors include the school's religious culture and institutional support. The main obstacle is limited infrastructure.

Discussion

The findings confirm that PE teachers play a strategic role as agents of character building. The integration of character values in lesson plans shows that character education has been designed systematically, not incidentally. This is in line with the concept of the hidden curriculum in physical education. Teacher role modelling is a key factor. Bandura's social learning theory explains that students learn through observation and imitation. When teachers demonstrate discipline and sportsmanship, students tend to replicate these behaviours. The habit of discipline through learning rituals forms positive habits. Routines such as lining up, praying, and warming up instil order and responsibility. Team games have been proven effective in developing cooperation, communication, and leadership. These activities strengthen students' social competencies, which are an integral part of character education.

Fair play is a central value in PJOK. Students learn to accept defeat, respect their opponents, and uphold fair play. These values are relevant to democratic and social life. The application of educational rewards and punishments strengthens intrinsic motivation. Positive reinforcement encourages the voluntary internalisation of values, rather than coercion. Supporting factors such as the school's religious culture accelerate character internalisation. However, limited facilities are a structural obstacle that requires policy intervention. As a result, PE teachers must be positioned as character educators, not merely sports instructors. Values-based physical education has proven effective in shaping students' personalities holistically.

Conclusion

Physical education teachers play a very significant role in shaping the character education of students at MI ITB Dukupuntang, Cirebon Regency. This role is not only evident in the implementation of physical education as a purely physical activity, but is also systematically integrated into the overall educational process that is oriented towards developing students' attitudes, values, and personalities. PE teachers place character education as an inherent part of learning objectives, so that every sports activity becomes a medium for internalising moral and social values.

The realisation of this role begins with the integration of character values in lesson planning. Teachers formulate attitude indicators such as discipline, responsibility, cooperation, and sportsmanship in teaching materials, both in the syllabus and in the Lesson Plan (RPP). Thus, learning targets not only psychomotor achievements but also affective ones. Each material and game is designed to foster students' awareness of rules, playing ethics, and respect for others.

In addition to the planning stage, the strategic role of teachers is also reflected through exemplary attitudes. PE teachers serve as role models who set real examples of disciplined, honest, sportsmanlike, and responsible behaviour. Punctuality, compliance with rules, and the way teachers treat students become an implicit learning process that is imitated by students in their daily activities.

Furthermore, character building is strengthened through the habit of discipline and responsibility. Each learning activity begins with structured procedures such as lining up, praying, warming up, and checking student readiness. These routines build a habit of discipline while instilling a sense of responsibility towards oneself and the group.

In a social context, PE teachers also play a role in strengthening teamwork. Various team games are designed to train communication, solidarity, leadership, and the ability to solve problems together. Through group dynamics, students learn to put collective interests above individual interests.

On the other hand, instilling sportsmanship is a core value in every sporting activity. Teachers emphasise the importance of honesty, acceptance of victory and defeat, and respect for opponents and referees. This value of sportsmanship is an important foundation in shaping a fair play character that is relevant to broader social life.

Character building is also carried out through the application of educational rewards and punishments. Giving rewards, praise, and recognition for positive behaviour encourages students' intrinsic motivation. Meanwhile, sanctions are educational, proportional, and non-violent, thereby maintaining the pedagogical aspect of learning.

The success of the PJOK teacher's role is supported by several factors, including a religious school culture, institutional commitment to character education, and support from the head of the madrasah. However, there are also obstacles, particularly the limited sports facilities and infrastructure, which affect the optimisation of learning.

Therefore, optimising the role of PE teachers in character education requires strong synergy between the curriculum, the availability of facilities, and school policies. Such systemic support is a prerequisite for the internalisation of character values through physical education to take place effectively, sustainably, and with a real impact on students' personality development.

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Imam Baihaqi: imam@gmail.com; Physical Education in Health and Recreation, University of Nahdlatul Ulama Cirebon Indonesia.

Fajar Kurniawan: fajar-kurniawan@unucirebon.ac.id; <https://orcid.org/0009-0006-0785-5791>, Physical Education in Health and Recreation, University of Nahdlatul Ulama Cirebon Indonesia.

Dr. Dewi Wahyuni., M.Pd: wahyunidewi336@unucirebon.ac.id; <https://orcid.org/0009-0008-3118-3766>, Physical Education in Health and Recreation, University of Nahdlatul Ulama Cirebon, Indonesia.

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