

The Role of Physical Education Sports and Health in Building Character

By Wafiq Aulia Sari .



The Role of Physical Education Sports and Health in Building Character

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Abstract

Study purpose. Character education aims to instil positive moral, ethical and social values in students so that they can grow into individuals with integrity, responsibility and contribute positively to society. In Indonesia, character education is integrated in various subjects, including Physical Education, Sports and Health (PJOK). The purpose of this study was to determine the extent of the contribution of physical education, sport and health in improving students' character.

Materials and methods. This study used a quantitative descriptive method. The population of all class X students totalling 5 classes, in class X1 totalling 32 people, X2 totalling 32 people, X3 totalling 31 people, X4 totalling 30 people and X5 totalling 30 people. With a sample size of 155 students. This sampling technique uses total sampling. The instrument used in collecting data for this study was a survey using a questionnaire distributed via google form media to facilitate data collection. Processing of collected data is processed using Microsoft Excel.

Results. The results showed that the percentage of 155 students, there were 5% honest indicators, 5.23% discipline indicators, 3.06% confident indicators, 3.51% polite indicators, 4.51% meticulous and careful, 6.13% cooperation, 3.25% caring indicators, 3.98% tolerance indicators, 2.15% creative indicators, and 6.26% responsible indicators.

Conclusion. It is concluded that there is an increase in student character through physical education. That the responsibility factor in students is higher than other indicators, and the cooperation factor of students also tends to follow the responsibility indicator more. The character of students in physical education can be improved from the responsibility of students the importance of maximising character education from an early age to achieve optimal results in the formation of student character.

Keywords: Physical Education, Student Character, Sport

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Introduction

Physical education is part of an overall education whose development focuses on aspects such as physical fitness, motor skills, cognitive, social, reasoning, emotions, morality, healthy living, and the introduction of a clean environment (Ramadhan, Effendy, and Putra Pratama

2023). Physical education taught at school serves as an opportunity for students to experience various learning experiences. Such as developing discipline in students through various physical activities and sports that require adherence to rules and schedules, enhancing cooperation and leadership requires students to work together with a group of friends, they learn to communicate well, respect differences, and work towards a common goal. responsibility learners learn about personal and group responsibility, this responsibility also includes keeping themselves healthy through regular exercise. Physical Education emphasises the importance of a healthy lifestyle through regular physical activity. By understanding the impact of PE, SMAN 8 Banjarmasin can optimise the PE programme to build better student character, which in turn will contribute to the development of individuals with quality and integrity in society (Mustafa and Sugiharto 2020).

Character is a style of thinking and acting that defines a person's ability to live and collaborate with others, whether in the context of a family, community, state, or country. The term "character" refers to the moral qualities that each person has or does not have, and which can be demonstrated by repeated patterns of behaviour or actions (Pion 2014; Satriawan, Amar, and Fitriani 2023; Slimani and Nikolaidis 2019). According to (Arifudin and Ali 2022) three main components comprise character: doing good, loving good, and knowing good. The most serious problem facing the country today is not an economic or food crisis, but a moral disaster. Some of the mental health problems include laziness, belittling others, preferring to take shortcuts, lack of confidence, and neglecting responsibilities.

Character education can be considered to play an important role in education as it is one of the aspects of morality and personality that should be instilled in children from an early age in order for them to grow and acquire proper morals. Character education refers to actions taken to help students internalise, demonstrate, and develop moral principles (Heidari, Nowrozi, and Ahmadpoor 2016). Meanwhile, according to (Çinarli and Kafkas 2019) character education is an effort to create a generation of citizens who are intelligent and moral, or noble character and noble personality. Character education aims to develop positive habits in students so that they can behave and act based on values that have been embedded in their personality. It is more than just teaching children right from wrong (White and Shin 2017).

According to (Roesdiyanto 2014) the purpose of character education is to develop students' potential as human beings and members of society with unique religious and cultural values, to call them as members of the Nation's generation of applicability and to strengthen their will to become independent human beings. Character is more than just behaviour and knowledge, it is also something that has been embedded in a person's being and is undoubtedly used in daily life, character can be thought of as a collection of perceived habits (Abduljabar 2014; White and Shin 2017). The demands of developing students' values and personalities require unique tactics and abilities. As a result, schools need to understand the importance of the character that children will acquire. One of the efforts made is by applying the subject matter obtained at school. By implementing character education in physical education learning, it is expected to reinforce students' character values. The design of character values can be practised and developed through physical education sport and health.

Physical education teachers, have an important role in shaping and educating children's character. Therefore, teachers should be a good example for their students. Physical education has its own advantages because it is a lesson that is often done outside the classroom. Children's character will be easier to see when they are outside. During non-school education, children tend to feel more free to express themselves, so the character embedded in them will be clearly visible (Mutia et al. 2019).

According to (Kirk 2014) physical education is an activity-based curriculum that includes exercise, familiarises students with the various sports available, and can help them become more physically fit. Meanwhile, according to (Aprilianto and Mariana 2018; Rohmah

2018) physical education is teaching students through movement, games, or certain sports to fulfil academic goals in order to meet national education goals. Physical education is usually synonymous with psychomotor or skills. According to (Nova and Sari 2022; Rogowska et al. 2022) in physical education there are three aspects that must be assessed namely: cognitive aspects, affective aspects and psychomotor aspects, each of which has its own purpose. From physical education, it is expected that the character of students can be formed through all three aspects, namely affective, cognitive and psychomotor.

Meanwhile, according to (Arifin 2017) the existence of teachers is an inseparable element in the learning process and teaching and learning activities. Without the presence of teachers, the implementation of learning will experience difficulties, especially in the context of formal education where teachers play a very important role. Teachers actively participate in the implementation of education to achieve goals. They carry out educational tasks through teaching activities and guiding their learners or students in performing these tasks.

Physical education designed and implemented with good and smooth learning strategies and processes will be able to play a role and make a meaningful contribution in the formation of students' character and personality. The goal of sports education is to empower students of all ages to live healthy, happy, and fulfilled lives. While the primary goal of education is to help students reach and maintain their maximum physical potential, sport also helps them learn valuable skills such as physical dexterity and knowledge, behave in ways that benefit society and enjoy a healthy physique. In addition, physical education aims to have a significant impact in shaping the character and quality of life of the younger generation. The role of physical education and sports is not limited to physical health but also plays a role in shaping discipline, co-operation, leadership and other positive values (Nazaruk et al 2018).

Thus, the researcher is interested in exploring whether physical education sports and health can restore the deterioration of character values in students in the current era for the better. By conducting research at SMAN 8 Banjarmasin. With the issues that have been raised by researchers in the previous background, this study formulates the problem of "how the role of physical education sports and health in building student character at SMAN 8 Banjarmasin". The purpose of this study is to determine the extent of the contribution of physical education sport and health in improving the character of students at SMAN 8 Banjarmasin. The benefit of this research is to know the improvement of students' character in SMAN 8 Banjarmasin.

5 Materials and Methods

Study participants

This research uses a quantitative descriptive method, which is an attempt by a researcher to find knowledge by giving data in the form of numbers (Utari Yolla Sundari, S.TP. et al. 2024). The type of research in this study is survey research. Survey research is a research method using a questionnaire as a data collection instrument. The main objective is to obtain information about a group of respondents who represent a certain population. After that, the collected data will be statistically analysed to test the hypothesis that has been proposed. The research subject refers to the pretest-posttest design research design. The research instrument used in this research is a questionnaire or questionnaire method. The data collection method used in this study uses a scale with a Likert model. So what you want to know in this study is how to improve student character whether sports education plays a role in student character.

Population is the whole object/subject of research, while the sample is a part or representative that has representative characteristics of the population (Amin, Garancang, and Abunawas 2023). The population of all 10th grade students is 5 classes, in class X1 there are 32 people, X2 there are 32 people, X3 there are 31 people, X4 there are 30 people and X5 there are 30 people. With a total sample of 155 students in class 10 SMAN 8 Banjarmasin. This sampling technique uses total sampling (Sugiyono 2019).

Study Organizations

The instrument used in collecting data for this study is a survey using a questionnaire divided through google form media to facilitate data collection. The questions made in this study are 1-4, the questions made have categories from strongly agree have a score value of 4, agree have a score value of 3, disagree have a score value of 2, and strongly disagree have a score value of 1.

Statistical analysis

Processing of the data collected is processed using Microsoft Excel, data analysis is carried out by calculating the total score for each indicator and the percentage of respondents' answers. The purpose of the analysis is to test the hypothesis proposed about the role of sports education in improving student character.

Results

The results of the survey research on Physical Education Sports and Health in building student character at SMAN 8 Banjarmasin, this research uses 28 questions, which are divided into 10 indicators which include honesty, discipline, self-confidence, polite, conscientious and careful, cooperation, caring, tolerance, creative, and responsible. The overall total of student character indicators is measured through 28 questions that have a score of 1 to 4. The results are distributed in the following table 1.

Table 1. Average improvement results

Descriptive Statistics				
	N	Minimum	Maximum	Mean
Percentage	155	43,90	125,53	86,4606

Table 2. Research percentage results

Indikator	%
Honest	5%
Discipline	5,23%
Self-confidence	3,06%
Courteous	3,51%
Meticulous and careful	4,51%
Cooperation	6,13%
Caring	3,25%
Tolerance	3,98%
Creative	2,15%
Responsible	6,26%

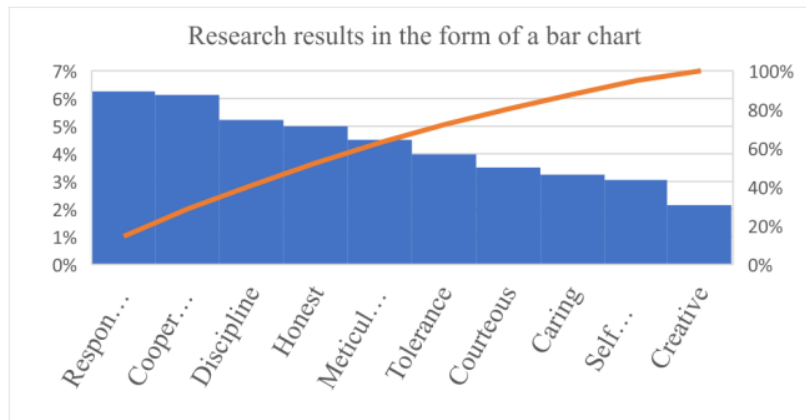


Figure 1. The results of the study in the form of a bar chart

Based on table 1 shows that the percentage of 155 students from all 10 classes of SMA NEGERI 8 BANJARMASIN, there are 5% honest indicators, 5.23% discipline indicators, 3.06% confident indicators, 3.51% polite indicators, 4.51% meticulous and careful, 6.13% cooperation, 3.25% caring indicators, 3.98% tolerance indicators, 2.15% creative indicators, and 6.26% responsible indicators.

Discussion

Physical Education Sports and Health is very supportive in building student character through activities carried out during the learning process and outside of learning hours. Here are some character values that can be built through PJOK subjects, by always reminding students to obey the rules of the game to build the character values of discipline, honesty, sportsmanship, responsibility (Satriawan et al. 2023). The character value of cooperation can be built through team games when learning PJOK. The character value of social care is built, among others, by getting students used to helping PJOK teachers in preparing practical tools and helping friends who are in trouble/accident during learning. The character value of discipline is instilled in PJOK learning through the rules of the game. The character value of caring for the environment is instilled by habituation of clean and healthy living (Pradana 2021).

The research on the improvement of Physical Education, Sport, and Health towards students' character building at SMAN 8 Banjarmasin involved 28 questions that measured 10 character indicators, namely honesty, discipline, confidence, courtesy, conscientiousness, cooperation, care, tolerance, creativity, and responsibility. Of the 155 students surveyed, the students were then given a pre-test in the form of a questionnaire to determine the character of students before sports learning. After that for 2 months students will be given a posttest in the form of a questionnaire again after the results of sports learning. The data from the pretest and posttest of students are then processed and analysed descriptive data which produces a distribution table of max, min, and mean values and then the Normalized Gain (N-Gain) test is carried out to determine the increase in the character of students {Formatting Citation}. based on the results of the Descriptive Statistics data above shows that the average increase in student character is 86%, with an increase range from 125.53% to a minimum of 43.90%.

Because the increase in the character of students tends to be higher in responsibility, namely 6.26%, the character of students of cooperation 6.13%, the character of disciplined students 5.23%, the character of careful and careful students 4.51%, the character of students of tolerance 3.98%, the character of polite students 3.51%, the character of caring students

3.25%, the character of confident students 3.06%, the character of creative students 2.15%, the lowest character of students is honest 5%.

Although the percentage of responsible factors in learners is higher than other indicators, and the factor of learners' cooperation is also more likely to follow the responsible indicator. As a result, learners are more dishonest in improving learners' character in physical education. The process of character education needs to be done early and should be maximised at primary school age (Nazaruk et al. 2018).

Conclusion

Based on the research findings, the researcher concluded that improving the character of students through physical education. That the responsible factor in students is higher than other indicators, and the cooperation factor of students also tends to be more following the responsible indicator. The character of students in physical education can be improved from the responsibility of students the importance of maximising character education from an early age to achieve optimal results in the formation of student character.

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Internal conflict

There is no internal conflict

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