
Developing Students' Character through Physical Education in Primary Schools

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ABSTRACT

Physical education is one of the solutions to instil character values in the primary school environment. Teachers must have a sense of responsibility to instil values and standards in students through the teaching process, both in teaching and learning activities and outside of teaching and learning activities such as reflection on good behaviour to the students themselves, which aims to be able to instil and change the character, especially the discipline character of students for the better. This research uses qualitative library research by collecting library materials from various writings, both books and journals, related to the implementation of character education in civic education, both in international and national journals. Therefore, dealing with the morality of character education of children from early age is the most important key to be built and implemented in the life of the state. Thus, the character of students who can personally follow school rules is the most needed character in the school environment, namely through physical education. The conclusion of this research shows that through physical education subjects is a way to shape the character of students. Therefore, character development in primary schools is the most important thing in creating moral and disciplined learners in the life of the country. Character development is also influenced by the conditions and environment in which students grow and develop. It is hoped that physical education that instills character values can have a positive impact on the moral and character development of students.

Keywords: Physical Education, Character, Learners



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1. INTRODUCTION

Indonesia expects education that can produce competent and friendly students. To protect the Indonesian nation, it is necessary to develop the character of the Indonesian nation. In this case, primary school children can also play a role in character building. However, the development of the nation's character does not only take place in the primary school environment, but must involve all stakeholders, both in the family environment and in the wider community.

In response to the criticisms of education in the 21st century, we put forward the ideals of the Indonesian state, which is to create wealth and happiness through the formation of a society composed of quality human resources, namely H. Individuals who are self-reliant and self-reliant. The realisation of the ideals of the state and equality with other countries in the world. The problem of education in the 21st century is clearly seen in the teachers, namely character education, because the task of a teacher is not only to educate students, but to make them wise, honest, disciplined, creative, curious and possessive, good personality, remain calm and respect others.

The role of educators (teachers) is very influential in instilling character education in schools. Teachers have a responsibility to teach students standards so that they know what is good and what is not good, what is right and what is wrong, or what is appropriate and inappropriate. These norms do not always have to be taught in the classroom, but can also be taught outside the classroom through teachers' attitudes, behaviour and actions. Pupils will usually appreciate the teacher's attitude and behaviour more than what the teacher says.

Primary school is one of the levels of formal education considered appropriate for incorporating character education. It is at this level that the character development of learners begins in formal education. At this primary school age, character education is very important because the character they learn will stay with them into adulthood.

According to (Santoso, 2011), character itself can be interpreted as a trait, personality or nature that distinguishes an individual from other individuals, and this character is used by individuals as a basis for thinking, perspective, attitude and action. Character is developed through positive habits at home, at school or in the community. Therefore, schools, as official educational institutions, must include character education in all their materials. Teaching in schools is integrated into the curriculum. It aims not only to create a skilled and civilised Indonesian nation that is not only intelligent and loyal, but also warm, empathetic and ethical.

According to (Ilmiah & Pendidikan, 2023) Physical Education is part of education to develop students' ability through movement so that they can achieve health and expected educational goals which include knowledge, skills and attitudes. (Prasetyo et al., 2019: 2) The role of physical education is very important, which provides opportunities for students to be directly involved in various learning experiences through physical activity, play, and sports that are systematically conducted. The provision of learning experiences is aimed at promoting and shaping a healthy and active lifestyle. The psychomotor aspect of learning does not mean that the affective aspect should be forgotten. It is not uncommon that the affective aspects that are written in the Learning Implementation Plan are not applied, but that those that are not written in the Learning Implementation Plan are applied instead, leading to the assumption that teachers are not ready to teach for life.

Based on the above, researchers are interested in conducting research for physical education teachers on their role as physical education teachers in developing character in students. In addition, researchers also examine the importance and application of affective aspects in lesson plans when teachers teach in the field or in the classroom. Thus, the researchers want to continue research on "Cultivating Student Character through Physical Education Subjects in Primary Schools".

2. RESEARCH METHODOLOGY

All research needs a method. The use of methods in research is adapted to the problem and the research objectives. This means that research methods play an important role in the implementation of data collection and analysis. Regarding the method itself, Sugiyono said: "Research methods are essentially scientific methods for obtaining information for specific purposes and uses. Based on this, there are four key words that need to be considered, namely scientific method, data, purpose and use." (Sugiono, 2017:33).

This research uses qualitative library research by collecting literature from various writings, both books and journals, that discuss the implementation of character in physical education, sport and health, as well as international and national journals. After reading and researching, the researcher wrote down the results of his analysis in a document in the form of a date, because it is a legal record of the event.

3. RESULTS AND DISCUSSION

In general, physical education is an education that focuses on the formation of moral (affective) aspects, without neglecting other aspects. On this basis, it is shown that physical education is closely related to the development of pupils' character, as it has the same task of promoting morality. Physical education is a subject that has a great influence on attitudes and character, as it is one of the subjects in which the formation and cultivation of character is most visible. But it seems that physical education is considered less important because it covers many physical and basic subjects and does not fulfil its responsibility as an important area of character education.

Warsono, 2010 argues that character education is the process of giving and helping students to become a person of character in various dimensions of heart, mind, body and taste and purpose. Meanwhile, character is defined as the quality of a good person in the sense that he or she knows good, wants to do good and behaves very well, resulting consistently from mental exercise, heart exercise, emotional exercise and practice and *Karssa*. Character education is an education that is considered very important in early childhood, because character education is an aspirational educational process. To develop values, attitudes and behaviours that reflect good or noble character in quality education, character potential must be nurtured from an early age.

Character education is an education that is considered very important to start with primary school children, because character education is an educational process that is carried out to promote values, attitudes and behaviours that exude noble or noble morals. In quality education, character must be nurtured from an early age. The potential for good character is actually present in everyone from the beginning of growth and development, but this potential must be consistently given and trained through socialisation and education from

an early age. Early childhood is a crucial period for character development. Many experts say that a lack of character development from an early age causes a person to develop into a problem person in adulthood. Furthermore, teaching morality to primary school children is a strategic endeavour. Therefore, instilling morality in children as early as possible through character education is the most important key to nation building.

Everyone has goodness in them before they are born, but this potential needs to be nurtured and trained from an early age through socialisation and education. Adolescence is a critical time for character development. Many experts say that if a person's character is not developed at an early age, he or she will face personal problems in adulthood. The moral education of primary school children is also a strategic undertaking. Therefore, cultivating the morality of children's character from an early age is the most important key to building a country.

There are three main approaches to character education: the first is a cognitive development approach (often referred to as moral education), which emphasizes the characteristic of "good knowledge"; the second is the approach of "good intentions"; and the third is about traditionalist character education, which believes that "doing good" is fundamental. These three approaches are often integrated.

3.1 Factors that support the character of students

In general, a factor is a memorable part of a problem that a person encounters in finding a problem, such as factors that influence the disciplinary character of students. Sociological factors are factors that arise from social or community relationships with other people. Examples of influencing factors are

a. Family Environment

Mulyaningtyas, (2006) states that "for young people, the family is the first and most important place where they receive their education". The family is also interpreted as the smallest social unit in which human beings are social creatures characterised by cooperation. "A family environment that lacks child discipline can usually influence student delinquency. The main reason in the family environment is the selfish nature of the child. This reason can be interpreted as the child's own will, in other words, the crime is caused by the individual himself".

b. School Environment

The school environment is largely formal. Teachers' unresponsive behaviour towards students inhibits children's physical development and fosters poor teacher-student relationships. According to (Persada, 2003), "School is a superior educational environment. The environment in which children attend school every day is their school environment in addition to their home environment".

c. Community Environment

After the family and the school, the community is part of the educational environment. Whatever the state of society, therefore, it will have an impact, either directly or indirectly, on children's behaviour in everyday life. Community factors can also influence the triggering of problems in pupils. A good social environment makes for good character in young people, and vice versa.

According to (Octavia & Sumanto, 2018), there are several types of character that are needed to support the formation of students' disciplinary character in schools, including:

- Disciplinary character is good behaviour and compliance with various rules and regulations, e.g. arriving at school on time.
- National spirit character is a pattern of thinking, doing and seeing that puts the interests of the nation and the state above the needs of oneself and groups, for example the spirit of attending the flag ceremony every Monday.
- Environmental care character is an attitude and behaviour that always aims to prevent the destruction of the surrounding natural environment and tries to repair the natural damage that has been done. For example, preserving the school environment by not littering.
- Responsibility character is the attitude and behaviour of a person in fulfilling their duties and responsibilities based on themselves, society, the environment (natural, social and cultural), the state and God Almighty, such as carrying out class cleaning tasks systematically.

Based on the above character types, it is expected to be able to develop the disciplinary nature of students to thoroughly achieve the goals of civic education. Therefore, the character of students who can personally follow school rules is the most needed character in the school environment.

The goals of civic education are to: 1) educate moral Indonesian people; 2) educate intelligent and

rational Indonesian people; 3) educate Indonesian people who are innovative and willing to work hard; 4) create an optimistic and confident Indonesian society; 5) create a patriotic Indonesian nation (Pradana, 2021).

3.2 Character Education Goals

From some of the previous descriptions, it can be seen that the purpose of character building is mostly to shape a person's character as expected. However, some references have their own explanation of this. The former president of Indonesia, Susilo Bambang Yudhoyono, also stated that character education aims to:

From the above description, it can also be emphasised that character education can be implemented everywhere, starting from the family environment, at all levels of formal and informal education, but also in a broader sense, for example in the community. It is also stressed that shaping the character of future generations is not only the responsibility of teachers, but of all of us living in the present. In addition, there are similarities in the goals of character education at all levels of education, which differ in the efforts of educators to achieve these goals at each level of education.

4. CONCLUSION

The conclusion of this research shows that physical education, sport and health is a way to build character in students. Physical education, sport and health is an education that aims to develop each learner into a good citizen and character. Therefore, character building in primary schools is the most important thing in creating personal learners who are moral and disciplined in the life of the state. Character education is also influenced by the conditions and environment in which students grow and develop. Thus, it is hoped that the existence of physical education, sports and health that instill character values can have a positive impact on the moral formation of students, so as to bring about changes in the next generation of the nation in the future.

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