

Application of physical education subjects to the development of student character values

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ABSTRACT

Implementing PJOK in developing students' character values influences their personal development and positively contributes to a better society. Applying PJOK in character formation affects attitudes from discipline, honesty, responsibility, and socializing. This research aims to produce the application of PJOK in building student character. The approach used by researchers in this research is descriptive-quantitative. The sample used was 200 junior high school students in Ngabang District, namely SMPN 1, SMPN 2, SMPN 3; Maniamas Middle School; Macedonia Christian Middle School; and Pelita Middle School. The questionnaire is the research instrument used by researchers. The questionnaire was then tested for validity to see the student's character in the initial and final conditions for all items so that it could be declared valid and reliable. The author analyzed the data using the t-test. The research results show the initial condition of the character values of junior high school students in Ngabang District. The score in the initial condition of the student's character was 85,67%, while the final condition score was 80,68%, so the researchers concluded that there had been an increase of 11,36%. The researchers concluded that PJOK learning has the content of developing character values, which can improve students' character. The researcher suggests that teachers must have a policy that implements the development of character values in every subject.

Keywords: physical education; character values; student

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INTRODUCTION

Physical Education, Sports and Health (PJOK) is important in developing students' character values. Character values include positive moral, ethical, attitude and behavioural aspects (Ansori, 2021). PJOK (Physical Education, Sports and Health) has an important role in student education, involving physical matters and developing character values. (Marheni et al., 2019). Applying PJOK in developing student character values is an overall approach to educating individuals with integrity, discipline, responsibility, and accountability. There is a form of exploration about how PJOK lessons can effectively implement several values, including cooperation, respect, justice and the spirit of sportsmanship. Several teachings in PJOK can be used to create learning experiences that strengthen students' character values (Gholy et al., 2022). Through interactions that occur in physical activities, students can learn about empathy, ethical decision-making, and overcoming fear and failure. Many case studies from several schools have also implemented successful PJOK implementation



strategies in developing students' character values. The importance of applying/implementing PJOK in developing students' character values influences students' personal development and positively contributes to forming a better society. (Iqbal et al., 2021). Creating students who are more aware of their social responsibilities, with the hope that they will be able to contribute to building a more ethical and just society.

Physical Education, Sports and Health (PJOK) has an important role in developing student character at various levels of education. In the modern era, which is full of challenges and competition, character education is the main focus for forming individuals with integrity, resilience and responsibility. Strong character is the key to a student's success in academic matters and everyday life (A'la, 2019). Sports and physical activities provide physical health benefits and can influence students' character development. Through discipline, teamwork, respect for opponents, and competitive spirit, PJOK provides opportunities for students to practice and internalize important character values (Al'thur Sunnan Dzuldhi et al., 2022). Implementing PJOK in developing student character requires careful planning and supervision. This requires a deep understanding of how physical activity can be used to teach and strengthen character values. Teachers must also have effective strategies for integrating character lessons into PJOK lessons (Mulya, 2018). This research aims to investigate and analyze the application of PJOK in developing student character values. Effective strategies and methods for integrating character education in PJOK subjects. One of the benefits and positive impacts that students can later obtain is through character development through PJOK.

METHODS AND MATERIALS

This research uses a mixed design (mixed methods), which combines qualitative and quantitative approaches. A qualitative approach is used to explore students' experiences, and a quantitative approach is used to measure the impact of implementing PJOK on students' character values. Symptoms are expressed in a holistic-contextual manner through direct data collection in the field (Nofri, 2022). The approach researchers use experiments, where treatment or treatment will be given using an assessment based on the 2007 National Education Standards Agency (BSNP) PJOK Subject Group Assessment Guide. The research subject starts with people, objects, or organizational institutions (Utami, 2014). The research subjects in this study were students from junior high schools at the MGMP PJOK forum. Determining the sample uses a technique called purposive sampling. In the questionnaire used by the author to measure changes in students' character before and after being involved in the PJOK program, researchers also sought views on how PJOK influenced character values. The researcher received considerations from the MGMP PJOK forum in Ngabang sub-district with the requirements for school accreditation in the learning process and schools that have access and reach throughout the city and suburbs in Ngabang sub-district, so the following schools were selected: SMPN 1, SMPN 2, SMPN 3, SMP Maniamas, Macedonia Christian Middle School, Pelita Middle School. Collect initial data on student characters from implementing the PJOK program during a certain period. Which then carried out qualitative and quantitative data analysis. Qualitative data will be analyzed using a content analysis approach to identify main themes in interviews and observations. Meanwhile, quantitative data will be analyzed

using statistical techniques, such as the t-test or ANOVA test, to measure changes in student character before and after the PJOK program.

RESULTS AND DISCUSSION

The data obtained by researchers regarding the initial conditions for developing students' character values have been obtained by researchers and presented in table form as follows:

Table 1. Initial Conditions For Developing Student Character Values

Indicators		Responden Answer				Amount
		1	2	3	4	
		Not good	Enough	Good	Very Good	
Come to the field/hall on time	F	2	30	110	213	380
	%	0,20	10,50	29,80	54,20	100,00
Participate in activities according to the rules according to the regulations	F	2	50	65	145	380
	%	0,2	11,6	43,2	38,54	100,00
Return to class after activities on time	F	3	28	146	186	380
	%	0,4	9,5	36,2	48,39	100,00
Telling the truth	F	23	106	124	128	380
	%	6,17	25,30	31,56	34,20	100,00
No cheating	F	90	156	86	38	380
	%	21,45	39,45	21,4	12,29	100,00
Don't Betray Promises	F	123	116	70	52	380
	%	26,25	28,65	19,46	12,54	100,00
Carrying out picket duties	F	108	104	98	60	380
	%	29,50	24,70	24,20	14,60	100,00
Responsible for the tasks given	F	122	112	100	42	380
	%	28,80	29,00	25,20	10,50	100,00
Responsibility for mistakes made	F	110	120	82	25	380
	%	31,50	29,80	20,80	8,00	100,00
Speak politely	F	73	120	110	62	380
	%	20,30	28,80	28,70	16,40	100,0
Dress modestly	F	36	140	112	82	380
	%	9,20	34,41	29,45	20,35	100,00
Be polite	F	33	120	170	67	380
	%	8,70	37,50	30,30	2150	100,00
Establish good relationships with teachers and friends	F	6	68	171	113	380
	%	1,20	16,20	46,00	31,00	100,00
Help each other	F	33	30	106	205	380
	%	8,50	7,8	28,20	50,60	100,00
Collaboration / mutual cooperation	F	82	72	71	146	380
	%	21,56	18,67	17,56	40,21	100,00
Character values						
Average	F	845	1235	1765	1534	
Presentation						
Average		62,00	94,7	120,8	100,5	380
Presentation		14,15	22,53	30,67	27,35	100

Based on the presentation in Table 1 above, there is potential to develop many students' character values that have not been channelled in several activities. This is

a form of statement that must be completed immediately. It can be seen that many of the character scores fall into categories including poor, quite good, good and very good. There are 15 character values, each with a different percentage, and then averaged according to the existing categories.

Table 2. Final Conditions For Developing Student Character Values

Indicators		Responden Answer				Amount
		1 Not good	2 Enough	3 Good	4 Very Good	
Come to the field/hall on time	F	24	65	168	133	380
	%	4,89	16,50	37,70	23,50	100,00
Participate in activities according to the rules according to the regulations	F	13	30	168	170	380
	%	2,75	6,45	38,57	37,87	100,00
Return to class after activities on time	F	14	38	173	135	380
	%	3,36	10,45	46,37	36,48	100,00
Telling the truth	F	24	101	126	139	380
	%	2,13	10,35	54,34	29,34	100,00
No cheating	F	14	61	198	112	380
	%	3,57	14,36	51,34	28,14	100,00
Don't Betray Promises	F	17	61	201	106	380
	%	3,58	14,80	51,23	28,14	100,00
Carrying out picket duties	F	119	108	102	61	380
	%	3,7	20,14	40,20	25,60	100,00
Responsible for the tasks given	F	7	34	187	145	380
	%	1,80	8,00	50,20	36,00	100,00
Responsibility for mistakes made	F	8	143	213	122	380
	%	2,30	11,80	53,80	30,00	100,00
Speak politely	F	13	36	220	124	380
	%	2,00	11,80	53,70	32,40	100,00
Dress modestly	F	5	38	165	168	380
	%	1,10	12,29	44,27	40,80	100,0
Be polite	F	3	22	218	154	380
	%	0,70	5,50	51,30	40,50	100,00
Establish good relationships with teachers and friends	F	0	41	191	161	380
	%	0,00	3,20	50,00	44,20	100,00
Help each other	F	1	3	164	205	380
	%	9,50	8,70	29,20	52,60	100,00
Collaboration / mutual cooperation	F	88	74	71	157	380
	%	0,00	2,97	54,56	50,21	100,00
Character values						
Average	F	148	635	2565	2158	
Presentation						
Average		63,00	95,7	184,8	140,5	380
Presentation		2,15	24,53	48,67	36,35	100

The researcher presents data in the form of a table as above; this proves that the data from Table 1 and Table 2 provide a statement that the PJOK program, which has elements of developing character values, is currently being carried out comprehensively; this is also directly involved, including the PJOK teacher. Not only implementers but PJOK teachers are also planners. Based on the results of the research conducted by the researcher, the overall results of the students who were sampled

showed that the results included the percentage of students' character scores that were in the poor category, the percentage was 14.5%, the percentage of students' character scores that were in the fair category was 22.53%, The percentage of student character values that fall into the good category is 30.67%, and the percentage of student character values that fall into the very good category is 27.35%. The final results obtained where students have taken PJOK, which contains the content of developing character values, as many as 380 junior high school students in Ngabang District show that the percentage of students who have character values and fall into the poor category is 2.15%, the percentage of students who get grades the percentage of students who have character scores and are in the good category is 48.67%, and the percentage of students who have character scores and are in the very good category is 36.35%. Researchers concluded from these results that there was an increase in the development of students' character values. The application of PJOK, which contains content. The character value that falls into the very good category in the initial condition is 27.35%, and there is an increase in the final condition to 36.35%, increasing by 9%.

Table 3. Comparison of Score Results Between Initial and Final Conditions
Development of Character Values

Aspect Character Value	Percentage		Change
	Initial Condition	Final Condition	
Discipline	83,02	76,25	3,86
Honesty	58,20	74,65	14,38
Responsibility	51,56	78,26	24,47
Politeness	62,45	80,28	15,46
Social relations	72,46	84,27	10,39
Character Values	85,67%	80,68%	11,36%

Applying PJOK to developing character values in junior high school students in Ngabang District shows an effective increase. The initial conditions that occurred at the level of student character scores before implementation were 85.67%. After implementing the student's character value in the final condition, it became 80.68%, which means an increase of 4.99%. Based on the presentation in Table 3 above, it can be seen that there was a significant increase or is considered the highest, which occurred in the character value of responsibility of 24.47%, followed by the value of the character of politeness which experienced an increase of 15.46%, then followed by the value of the character of honesty with a percentage increase of 14.38%, an increase of 10.39% was experienced by the character value of social relations, and finally, the increase in the character value of discipline was 3.86%. The author shows the changes related to students' character values in Table 3, where the first change in the Responsibility value shows that the initial condition percentage amount is 51.56% to 78.26%, so the change in percentage value is 24.47%. The politeness character value shows that the initial percentage percentage was 62.45% to 80.28%, so the change in the percentage value was 15.46%. The next change occurred in the Honesty character value. It can be seen that the initial condition percentage was 58.20% to 74.65%, so the change in percentage value was 14.38%. The social relationship character value shows that the initial condition percentage is 72.46% to 84.27%, so the change in percentage value is 15.46%. The Discipline character value shows that the initial condition percentage is 83.02% to 76.25%, so the change in percentage value is 3.86%.

DISCUSSION

Physical Education, Sports and Health (PJOK) is a subject integrated into many countries' education curricula. Apart from teaching physical skills, PJOK also has great potential to contribute to student character development. This article discusses how applying PJOK subjects can influence and enrich the development of student's character values at the primary and secondary education levels. The influence of PJOK in increasing the development of student's character values provides a form of positivity where the character values contained in PJOK impact students. PJOK lessons teach students to obey the rules, follow teacher instructions, and understand the importance of discipline in sports and everyday life. This helps students develop disciplinary values. Many activities in PJOK involve teamwork, such as sports games. This helps students learn to work together, communicate, and appreciate each other's role in achieving common goals. PJOK also teaches students to plan and carry out physical exercises independently. This builds students' ability to be independent in planning and achieving their goals. In sports, students often have the opportunity to lead a team or take on a leadership role. This helps students develop leadership and responsibility abilities. PJOK also allows teachers to teach sports ethics, such as honesty, integrity and respect for opponents. This helps shape student character in the context of healthy competition. In conclusion, the research results in this article show that the effective implementation of PJOK subjects can influence the development of students' character values. Discipline, teamwork abilities, independence, responsibility and understanding of sports ethics are aspects of character that can be improved through PJOK subjects. However, it is important to remember that effective teaching methods and good teacher support are essential in achieving positive results in student character development through PJOK (Nugraha & Wibowo, 2021).

The article Pratama et al. (2022) highlights the important role of physical education, sports, and health (PJOK) subjects in developing student character. Research shows that implementing PJOK subjects effectively can positively impact student character development. This can be seen in increasing students' discipline, teamwork abilities, independence, responsibility and understanding of sports ethics. In the context of character development through PJOK, the teachers' role and the teaching quality are very significant. Supportive teachers, effective teaching methods, and a conducive learning environment are important in achieving positive results (Astuti & Fathoni, 2019). PJOK provides opportunities for students to understand and apply ethics in a sports context. This helps shape students' positive attitudes towards healthy competition and conflict (Sun & Ji, 2022). Aktivitas fisik dalam PJOK juga mendukung pengembangan nilai karakter, seperti kedisiplinan, kerja tim, dan kemandirian. Ini menunjukkan bahwa kegiatan fisik bukan hanya untuk kesehatan fisik, tetapi juga memainkan peran dalam perkembangan aspek karakter (Harvey et al., 2018). Students' character of integrity is currently formed through planning, implementation and evaluation (Sarmini et al., 2023). Not only in PJOK learning, which is the only effort in forming students' character values but in other learning, the same thing is also done, such as research conducted by (2022). This article emphasizes the importance of teaching integrity in PJOK. This helps students understand the importance of honesty, integrity, and respect for opponents (Iqbal et al., 2021). In this case, student integrity and character development are goals to be achieved in learning. It supports the idea that PJOK is not just about physical fitness but can also significantly

shape student character. In character education efforts, the PJOK approach has significant potential to produce individuals who are more disciplined, cooperative, independent and have integrity. However, effective teaching methods are needed to achieve positive results, as well as good teacher support and a conducive learning environment.

CONCLUSION

In this case, student integrity and character development are goals to be achieved in learning. It supports the idea that PJOK is not just about physical fitness but can also significantly shape student character. In character education efforts, the PJOK approach has significant potential to produce individuals who are more disciplined, cooperative, independent and have integrity. However, effective teaching methods are needed to achieve positive results, as well as good teacher support and a conducive learning environment.

CONFLICT OF INTEREST

All authors declare that this manuscript has no conflict of interest with any party.

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