

Model of character building applied in physical education and sport class: Case in Indonesia

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Abstract

Upgrading positive character of the students can be applied in physical education and sport. This study aims to provide a character-building model implemented in the physical education and sport class for 345 students in grade four at elementary schools. Slovin Formula determined the sample size of elementary school students taken by simple random sampling in East Jakarta in Indonesia. A survey method was conducted in this study. The collecting data utilized questionnaires. The technique of analyzing data in this study applied Structural Equation Modeling. The findings indicate that model of character building in physical education and sport posed in this research is appropriate. There is a positive association between character building applied in physical play and sports, and character values integrated into physical education and sport were 0.981, 0.914, and 0.690, respectively. The variables observed connected with sub-indicators involving being appreciative of student characteristics, student tolerance encouragement, and struggle power building have a significant relationship with character values integration in physical activity of 0.362, 0.677, and 0.788, respectively. Sub-indicators of propagating a healthy life, flourishing student social skills, and improving student teamwork skills more significantly link with character building in play activity, attaining 0.790, 0.533, and 0.535. Sub-indicators motivating to be optimistic students, improving student discipline, and developing righteousness have a significant association with character building in sports activity, reaching 0.313, 0.549, and 0.424. In conclusion, it can be confirmed that the character integration model in physical education and sport offered can be carried out at elementary schools in East Jakarta.

Key Words: - character building, physical education and sport, play activity, teamwork skills

Introduction

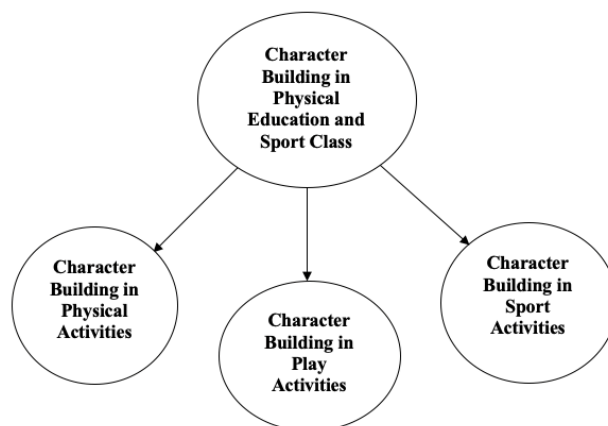
Development of positive character could be done in the learning activities of physical education and sport class. Activities of sports assist the students much more than physical aspects (Ghildiyal, 2015). Sports can enhance the positive character and the skills of leadership. The findings of this research are that building positive characters through physical education and sports cannot automatically happen. Appropriateness of building character by doing physical education and sports is essential to be done. Fauzee, Nazarudin, Saputra, Sutresna, Taweesuk, Chansem, Latif, and Geok (2012) highlighted that student engagement in physical education and sports is negatively related to unpleasant behaving. The process of making plans and movements encouraged by the surroundings should be thought thoroughly so that increase of students' positive characters can be conducted smoothly. Character building can be done in physical education classes (Sullivan, 2006). This study examined that the students were taught to have cooperative attempts and played fairly by the rules. Student participation in sports class can positively influence character building (Fauzee, Nazarudin, Saputra, Sutresna, Taweesuk, Chansem, Latif, and Geok, 2012). It is found that with the intention, sports can build the student's character. Various values related to respect, fairness, honesty, resilience, responsibility, integrity, self-efficacy, care, and harmony can be integrated into sports class. This study presented that sports developed communication skills, empathy, and social characters involving teamwork and loyalty. The teachers should integrate character building in physical education classes (Suherman, Supriyadi, Cukarso, 2019). This study found that the teacher's understanding and skills were raised to develop student character building in physical education class related to religion, nationalism, independence, cooperation, and integrity.

Physical education classes can develop the overall student personality development (Firmansyah, 2016). This study suggested that student participation in physical activities related to physical, mental, emotional,

social, and spiritual aspects was based on values, behavior, and fair play. Physical education can improve student social skills and teach the students to respect others. Sport and physical education classes can develop students' positive traits of personality and social responsibility. Cooperation values with the team in sport class can also be established. Students obeying the rules in sport class is an indication of discipline. There is an improvement of good personality and social skills concerning physical education and sports (Opstoel, Chapelle, Prins, Meester, Haerens, Tartwijk, Martelaer, 2020). The character values integrated into physical education and sports consist of trust, leadership, morality, friendship, and teamwork. It is highlighted that physical education is fit for social learning (Tutkun, Gorgut, and Erdemir, 2017). It was found that character enhancement can be effectively done in physical education due to the students being regularly active. Emotional intelligence is very essential in physical education and sport (Gatsis, Strigas, and Ntasis, 2021). Athletes should manage their pressure in reaching long term objectives. Enhancement of ethic can be done through physical education and sports (Ordas, Pozo, and Cruces, 2020). Social responsibility of the students can be increased in physical education. Social factors are positively associated with social cognition in physical education and sports (Lopez, Vera, Lopez, and Jaramillo, 2020). This study reveals that social cognition plays a very important role in physical education and sports. However, fewer studies explained in detail how to integrate noble characters in physical education and sport.

This research hypothesizes that dimensions of character-building in physical, play and sports predict character values integration in physical education and sport (Fauzee, Nazarudin, Saputra, Sutresna Taweesuk, Chansem, Latif, and Geok, 2012; Doty, 2006). Fig. 1 displays the framework of theory in this research.

Fig. 1 Theoretical framework



Methods

This study aimed to investigate the influence of building characters implemented in physical, playing, and sports learning activities on integrating character values in physical education and sport class. The survey method was used in this research. In this study, data collection applied questionnaires about improving positive characters in physical, play, and sports as the exogenous and character values integration in physical education and sport as the endogenous variable in this research. Three hundred forty-five elementary school students in grade four in East Jakarta in Indonesia responded to the questionnaires.

The literature on character building in physical education and sport was analyzed based on Fauzee, Nazarudin, Saputra, Sutresna, Taweesuk, Chansem, Latif, and Geok (2012). Doty (2006) confirmed that physical play and sports encourage higher mental, social, and moral levels to be kind and accountable. The questionnaires modified these ideals into questions distributed to respondents.

The questionnaires of the variable of endogenous about erecting positive characters in physical education and sport consisted of exogenous variables of character values integration in physical, play, and sports. The exogenous variable of building character in physical activity includes aspects of welcoming the singularity of each student, boosting student endurance, and inspiring striving capability. The exogenous variable of creating a positive character in play activity contains three aspects of a healthy life instilling, reinforcing student social proficiency, and advancing student partnership skills. The exogenous variable of character building in sports activity covers three indicators of triggering the students to be promising, upgrading student self-control, and promoting fairness. This study practiced the analysis technique of Structural Equation Modeling to find out the associations of building positive characters in physical, play, and sports (Safitri, Umasih, Ibrahim, Sujarwo, Marini, and Wahyudi, 2019; Wibowo, Marini, Safitri, Utami, and Wahyudi, 2019; Fahrurrozi, Safitri, Marini, Wahyudi, 2019; Maksum, Safitri, Ibrahim, Marini, and Wahyudi, 2019; Marini, Safitri, & Muda, 2018; Marini, Zulela, Maksum, Satibi, Yarmi, and Wahyudi, 2019; Kaban, Sakmal, Auliaty, Marini, and Wahyudi, 2019; Safitri, Yunaz, Umasih, Marini, Wahyudi, 2019; Safitri, Umasih, Yunaz, Marini, and Wahyudi, 2019; Edwita, Safitri, Maksum, Yunaz, Marini, and Muda, 2019; Marini, Maksum, Satibi, Edwita, Yarmi, and Muda, 2019; 2390

Maksum, Safitri, Ibrahim, Marini, and Wahyudi, 2020; Wibowo, Marini, Safitri, Wahyudi, 2020; Hartati, Safitri, Nuraini, Rihatno, Marini, 2020; Hadi, Yufiarti, Sumantri, Marini, Wahyudi, 2020; Ibrahim, Safitri, Nuraini, Rihatno, Edwita, Marini, Wahyudi, 2020; Maksum, Widiana, and Marini, 2021).

Results

In Table 1, it can be seen the measurement of appropriateness of the model initiated in this investigation.

Table 1. Model Fit Summary

Model	GFI	AGFI	NFI	IFI	CFI
Default model	0.941	0.889	0.852	0.883	0.881
Saturated model	1.000		1.000	1.000	1.000
Independence model	0.607	0.509	0.000	0.000	0.000

Table 2 presents the sub-dimensions of acknowledging the singularity of each student, strengthening student toughness, and urging struggle power on building positive characters in activity of physical. Sub-aspects of instilling a healthy life, encouraging student social skills, and developing student teamwork skills support character building in activity of play. Sub-indicators of sustaining the students to be idealistic, advance student discipline, and exhilarate sincerity influence character building in sports. Figure 2 displays the structural model.

Table 2. Test of measurement model

Weights of Regression: (1st Group– Model of default)

			Estimate	S.E.	C.R.	P	Label
CBPA	<---	CBPESS	1.000				
CBSA	<---	CBPESS	0.370	0.077	4.791	***	
CBLA	<---	CBPESS	0.619	0.099	6.267	***	
CE3	<---	CBPA	1.000				
CE2	<---	CBPA	0.930	0.084	11.015	***	
CE1	<---	CBPA	0.481	0.080	6.034	***	
CE6	<---	CBLA	1.000				
CE5	<---	CBLA	1.106	0.153	7.220	***	
CE4	<---	CBLA	1.505	0.173	8.711	***	
CE9	<---	CBSA	1.000				
CE8	<---	CBSA	1.445	0.315	4.591	***	
CE7	<---	CBSA	0.766	0.213	3.586	***	

Weights of Standardized Regression: (1st Group – Model in default)

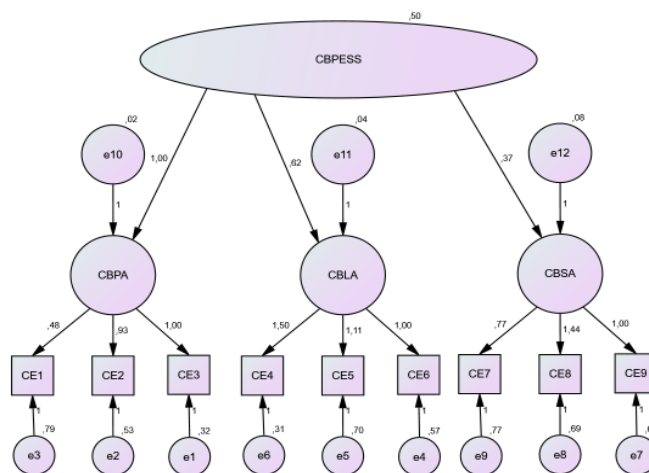
			Approximate
CBPA	<---	CBPESS	0.981
CBSA	<---	CBPESS	0.690
CBLA	<---	CBPESS	0.914
CE3	<---	CBPA	0.788
CE2	<---	CBPA	0.677
CE1	<---	CBPA	0.362
CE6	<---	CBLA	0.535
CE5	<---	CBLA	0.533
CE4	<---	CBLA	0.790
CE9	<---	CBSA	0.424
CE8	<---	CBSA	0.549
CE7	<---	CBSA	0.313

Notes:

- CBPESS = Character building in physical education and sport class
- CBPA = Character building in physical activity
- CBLA = Character building in play activity
- CBSA = Character building in sport activity
- CE1 = Appreciating the uniqueness of each students
- CE2 = Encouraging student tolerance
- CE3 = Stimulating struggle power
- CE4 = Instilling a healthy life

- CE5 = Supporting student social skills
 CE6 = Improving student teamwork skills
 CE7 = Supporting the students to be optimistic
 CE8 = Raising student discipline
 CE9 = Encouraging sportsmanship

Fig. 2 Model of structural



Discussion

The result of GFI gained 0.941, proving that the character values integration model in physical education and sport is a good fit. AGFI achieved 0.889, suggesting that it is a good fit. NFI came to 0.852, demonstrating that it is relevant. IFI got 0.883, describing that it is proper. CFI performed 0.881, expressing that it is suitable. This condition illustrates that character values assimilation in physical education and sport model offered is suited.

Table 2 hints that the positive relationship between indicators of character building in physical, play, and sports and character values integration in physical education and sport were 0.981, 0.914, and 0.690, respectively. Similar to the study accomplished by Marini, Maksum, Edwita, Satibi, and Kaban, (2019); Rihatno, Safitri, Nuraini, Marini, Putra, Wahyudi (2020), noble character values incorporated into a variety of learning activities can foster character building executed in class. This discovery is also identical with Fauzee, Nazarudin, Saputra, Sutresna, Taweasuk, Chansem, Latif, and Geok (2012) finding that the positive character of the students concerning personality and social responsibility can be advanced through sport and physical education. Sport and physical activities allow students to study self-government, kindness, faithfulness, trustworthiness, sincerity, and patriotism.

The observed variables linking with being appreciative of the uniqueness of each student, pushing student tolerance, and arousing struggle power are significantly linked with character building in physical activity of 0.362, 0.677, and 0.788, respectively. Sub-dimensions of disseminating a healthy life, developing student social skills, and upholding student teamwork skills significantly correlate with character building in play activity, reaching 0.790, 0.533, and 0.535. Sub dimensions of reinforcing to be optimistic students, lifting student discipline, and enhancing righteousness significantly correlate with character building in sports activity, getting 0.313, 0.549, and 0.424. The findings are identical with inquiry that sportsmanship is a positive character developed from sports activities (Fauzee, Nazarudin, Saputra, Sutresna, Taweasuk, Chansem, Latif, and Geok, 2012; Doty, 2006). These studies suggested that sports experience can influence individual positive character development. These findings are consistent with the study conducted by Doty (2006); Zdunek, Marszalek, and Molik (2020); Altavilla, Manna, and Lipoma (2021), and Hagiwara, Isogai, and Iwatsuki (2020) stating that positive character manners can be improved in sport and physical education classes with teachers having the intensity to develop student characters through participation in sports.

Conclusions

This study offers an empirical model for building character in physical education and sport class at elementary school. Dimensions consisting of character building in physical, play, and sports support physical education and sport class for the sub-aspects of appreciating the characteristics of each student, urging student tolerance, and character-building in physical activity is produced by the encouragement of fighting power. Sub-indicators of diffusing a healthy life, sustaining student social skills, and raising student teamwork skills

influence character building in play activity. Character values integration in sports activities predicts the sub-indicators, encouraging students to be optimistic, upgrading student discipline, and boosting sportsmanship. The limitation of this research is that the scope only covers one region. It is suggested that further researchers include all regions in their research in the Province of Jakarta in Indonesia.

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