



Journal of Education, Teaching, and Learning is licensed under  
A [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

## ANALYSIS OF TEENAGE STUDENTS' MORAL THROUGH PHYSICAL EDUCATION

Ghulam Zaky Ismail<sup>1)</sup>, Mochamad Ridwan<sup>2)</sup>, Yovhandra Oekta<sup>3)</sup>

<sup>1</sup>Universitas Negeri Surabaya, Surabaya, Indonesia  
E-mail: [Ghulamzaky0@gmail.com](mailto:Ghulamzaky0@gmail.com)

<sup>2</sup>Universitas Negeri Surabaya, Surabaya, Indonesia  
E-mail: [mochamadridwan@unesa.ac.id](mailto:mochamadridwan@unesa.ac.id)

<sup>3</sup>Universitas Negeri Padang, Padang, Indonesia  
E-mail: [yovhandra1999@gmail.com](mailto:yovhandra1999@gmail.com)

---

**Abstract.** The challenges faced by young people today in shaping their morality from adolescence can be identified through Physical Education (PE) learning. PE plays a significant role in shaping the morals and character of adolescent students. It goes beyond focusing solely on knowledge and psychomotor skills, incorporating essential moral aspects. By promoting discipline, fostering collaboration, and instilling a sense of responsibility, PE helps in molding well-rounded individuals. The objective of this study was to identify the moral values of adolescent students through PE learning. A descriptive research method with a quantitative approach was employed. Data collection was carried out using a Likert scale questionnaire. The sample consisted of 64 junior high school students selected through random sampling techniques. This research utilized three indicators to describe the moral values of adolescent students: discipline, collaboration, and responsibility. The classification for determining good morals was based on standard categories of excellent, good, fair, poor, and very poor. The results showed that the moral values of adolescent students were as follows: 20% of students were classified as excellent, 78% as good, and 2% as fair, with no students falling into the poor or very poor categories. These findings indicate that PE learning significantly contributes to the moral development of adolescent students. Consequently, it can be concluded that PE learning is integral to shaping the morals of adolescent students, playing a crucial role in their overall development and character building. The positive impact observed underscores the importance of incorporating moral education within the PE curriculum to nurture disciplined, collaborative, and responsible individuals.

Keywords: Moral, PE learning, students, adolescent

---

### I. INTRODUCTION

Physical education plays a crucial role in shaping individuals' morals and attitudes, especially for young students. In addition to provide physical benefits such as health and fitness, physical education learning also has the potential to strengthen and develop a moral values and positive attitudes in individuals in their daily lives. In the context of physical education, the development of morals and attitudes is equally important as the development of physical fitness. Considering that adolescence is a stage of growth and development, individuals begin to found their identities and moral values at this age. Physical education (PE), as one of the compulsory subjects in schools, has great potential to instill moral values in students through various physical activities and social interactions by PE learning.

Understanding that PE can influence students' morals, it can help teachers determine appropriate teaching methods and develop more effectiveness of PE programs. Analyzing

students' moral is key to identifying their needs to developing moral values and positive attitudes. Over time, many moral challenges are faced by today's younger generation. Minazova et al., (2019) said, that analyzing students' moral values in the context of physical education is not only relevant for understanding the impact of PE but also important in designing and strengthening the moral foundation of future generations.

Analyzing the moral development of students through PE learning requires several considerations, such as teachers' teaching abilities, the teaching strategies provided, and interventions or treatments in teaching. According to Bronikowska & Korcz, (2019: 23), professional teachers had a central role in shaping students' moral attitudes and behaviors by providing understanding and real-life examples in daily activities. This indicates the importance of educators' role to shaping moral development and character of individuals. Among moral and ethical challenges faced by modern society, PE learning has the potential to be an

effective place in shaping students' characters who are committed to positive moral values.

Furthermore, the findings of this study highlight the need for more approach on education that includes not only academic and physical development but also moral and character education. Research by Bronikowska et al., (2020) found that majority of adolescents have low levels of moral competence, regardless of their involvement in sports. This indicates that other factors play a more significant role in moral development during this age group. In other words, playing sports does not necessarily enhance the morality of adolescents. School should consider developing comprehensive programs that incorporate character-building activities into their curricula (Singh, 2019: 4). This could involve collaborative projects, community service, and other experiential learning opportunities that promote moral growth. By fostering a culture of integrity and responsibility, schools can prepare students to navigate the complexities of modern society with a strong moral compass. Ultimately, the goal is to produce well-rounded individuals who excel not only in their academic and physical pursuits but also in their ability to contribute positively to society.

Gunadi's research, (2018) discuss that through physical education in schools, an ideal to improve movement skills through sports activities. In the context of physical education learning, sports become the main instrument to enriching educational experiences, including character and moral value education. This study emphasizes that the role of teachers is quite influential to instilling and fostering good character for students. However, there hasn't been an in-depth study on what role teachers should do more. This study highlights the importance of physical education in schools as an ideal means to improve movement skills through sports activities. In the context of physical education, sports become the primary instrument for enriching educational experiences, including character and moral value education. Understanding how teachers can effectively contribute to moral and character development in physical education is crucial. This could lead to more structured and effective PE programs that not only enhance physical abilities but also develop well-rounded, morally sound individuals.

The others research by Afriani's, (2017) on planning character education in physical education for high school students was driven by the lack of character education among high school students, marked by increasing deviant behavior and criminality among students outside the school behavior. The aim was to recognize the most prominent aspects of character education in Lesson Implementation Plans. This research discusses character in lesson designs by Indonesian curricula through the KTSP curriculum and the K13 curriculum. However, this study was conducted only by analyzing documents, specifically 22 Lesson Implementation Plans documents as the data source. The study concluded that there was a difference between the characters that frequently appeared in each curriculum, with tolerance being prominent in KTSP, while religiosity was prominent in K13.

Nurafiati et al., (2021) research "Strategy for Strengthening Character Education in Physical Education

Learning at Makassar City Elementary Education Level" explains strategies for school principals to enhance students' character through physical education learning. The research was conducted for elementary school-aged children, assuming that strengthening children at this age is crucial for shaping individual souls and characters. The research used a descriptive qualitative method, and the results of the strategy implementation were assessed using student report cards and counseling guidance books. The conclusion was that the implementation of the principal's strategy received a good categorization. However, this research only focused on how the principal's strategy integrates character education. Therefore, it is still necessary to study more explicitly the role of teachers and their impact on students regarding character or moral education.

Research or scientific studies discuss individual morality indeed need to be further examined. Especially because individual morality is essential in societal life. Morality is a concept that refers to values, principles, and habits that guide individual behavior in interactions and living in society (Rahmawati et al., 2023). In societal life, there is certainly involvement in judging what is considered right or wrong, good or bad in daily actions and decisions. Morality not only encompasses individual aspects but also impacts social and cultural dynamics as a whole. In other words, studying and implementing aspects of morality well serve as guidelines that shape how we behave, interact, and influence the world around us.

The aspect of morality in the context of physical education is supported by various psychological and educational theories. One relevant theory is "Social Learning Theory" by Albert Bandura. This theory emphasizes the importance of modeling and observation in the process of learning behavior, including moral behavior (Lian et al., 2022: 365). According to this theory, individuals learn through observing and imitating the behavior of others, and they are more likely to imitate the behavior exhibited by respected or authoritative models. Furthermore, Lawrence Kohlberg's moral development theory is also relevant in supporting the aspect of morality in physical education. This theory describes moral development as a series of stages starting from childhood, adolescence, to adulthood (Suparno, 2020: 62).

According Thambu et al., (2021: 23), combining active and enjoyable learning methods in moral education has been proven to enhance students' intelligence, including verbal-linguistic, logical-mathematical, and interpersonal intelligence. This theory explains that an active learning approach can effectively develop various aspects of students' intelligence, which are integral parts of moral reasoning and decision-making. Additionally, utilizing teaching strategies focused on moral development can significantly influence students' moral behavior (Shim, 2023). By improving teaching methods and integrating moral education into the school curriculum comprehensively, students' moral behavior can be positively influenced.

With a focus on developing pre-adolescent students' morality through physical education learning in schools, this

research aims to make an important contribution to understanding how the interaction between physical activities and character formation occurs. In measuring students' morality, three indicators are considered: discipline, responsibility, and collaboration. Through the analysis of these indicators, this research aims to comprehensively describe how physical education learning can influence students' moral development. Thus, the results of this research are expected to provide valuable guidance for educators and policymakers in enhancing the effectiveness of moral or character education in schools, as well as contributing to a broader understanding of the importance of physical education in shaping morally responsible individuals.

## II. METHODS

Research utilized a descriptive research method to describe certain phenomena or occurrences using a quantitative approach. Quantitative research is characterized by testing theories/hypotheses and using standardized testing equipment (Maksum, 2018). The study employed a survey method, which has four main characteristics: (1) the researcher uses a questionnaire/survey as the primary tool, (2) a large number of research subjects are involved, (3) there is no intervention, and (4) deductive logic is used as the framework for thinking. The questionnaire/survey consists of a series of questions designed to gather information about facts or opinions.

Data collection utilized a Moral instrument consisting of three indicators: 1) Discipline, 2) Collaborative, and 3) Responsibility. The instrument used has undergone validity and reliability testing. The Cronbach's alpha reliability test yielded a value of 0.831, indicating good reliability and suitability for use. This study was designed to assess students' morality through physical education learning, with the population being eighth-grade students in one of the junior high schools in Surabaya city. The total sample size was 64 students, selected using random sampling. The study employed a Likert scale questionnaire with the following categories:

Table 1. Alternative Answer Score Values

Alternative score	Score
Always	5
Often	4
Sometimes	3
Rarely	2
Never	1

Likert Scale (Maksum, 2018:180)

The data analysis technique is quantitative, using SPSS 25 software to describe the data descriptively. Descriptive statistics involve explaining, presenting, and organizing data. The aim is to summarize and describe the characteristics of the collected data. The data results were obtained from the distribution of moral research questionnaires administered to students based on the total number of students who selected each attitude scale, resulting in mean, mode, median,

standard deviation, minimum (min), and maximum (max) values. easy way to comply with the conference paper formatting requirements is to use this document as a template and simply type your text into it.

## III. RESULT

Positive morality in the learning process not only creates a conducive learning environment but also influences the effectiveness of learning, enriches students' experiences, and helps them develop the social skills necessary for their future lives.

### A. Discipline indicator

Table 2. Dicipline Indicator

Classification	Freq	%	Std.			
			Mean	Dev	Max	Min
Excellent	20	31%	26.92	3.020	33	21
Good	42	66%				
Fair	2	3%				
Poor	0	0%				
Very poor	0	0%				
	64	100%				

Based on the data analysis above, it can be described that morality in the Discipline indicator falls into the "Excellent" category with a percentage of 31%. Noted in the data are 20 out of 64 students who were respondents. There are 42 students categorized as "Good" and only 2 students categorized as "Fair". The average value of the Discipline indicator is 26.92, with a standard deviation of 3.020. The maximum value in the Discipline indicator is 33, and the minimum value is 21. From the obtained data analysis, it shows that many students understand and demonstrate good disciplinary morality at school. The evidence is that none of the students fall into the "Poor" or "Very Poor" categories. This indicates that students' morality in the Discipline indicator has been well demonstrated by students during physical education learning activities at school.

### B. Collaborative indicators

TABLE 2. COLLABORATIVE INDICATOR

Classification	Freq	%	Std.			
			Mean	Dev	Max	Min
Excellent	13	20%	23.00	3.523	29	14
Good	43	67%				
Fair	8	13%				
Poor	0	0%				
Very poor	0	0%				
	32	100%				

In collaborative indicator, based on the data analysis above, it can be described that out of 64 students as samples, there are 11 (20%) students who fall into the "Excellent" category in the moral indicator of collaborative. Similar to the Discipline indicator, in the collaborative indicator, many students fall into the "Good" category, with 43 (67%) students, and 8 (13%) students categorized as "Fair". There are no students categorized as "Poor" or "Very Poor". In the collaborative indicator, the average value is 23.00, with a standard deviation of 3.523. The maximum processed value

is 29, and the minimum value is 14. These results depict the moral condition of students regarding the collaborative indicator during physical education learning.

C. Responsibility indicators

TABLE 3. Responsibility Indicator

Classification			Mean	Std. Dev	Max	Min
Criteria	Freq	%				
Excellent	22	34%				
Good	36	56%				
Fair	6	9%	25.72	3.316	33	19
Poor	0	0%				
Very poor	0	0%				
	64	100%				

In the Responsibility indicator, the average value obtained is 25.72, with a standard deviation of 3.316. The maximum value is 33 and the minimum value is 19 for the Responsibility indicator. For the classification criteria in the Responsibility indicator, 22% or 22 students out of 64 respondents are categorized as "Excellent", 56% or 21 students fall into the "Good" category, and 9% or 5 students are categorized as "Fair". None of the students fall into the "Poor" or "Very Poor" categories. The results of the responsibility indicator have shown that many students have behaved responsibly in physical education learning. Responsibility involves carrying out tasks well to achieve good results. Responsible behavior can be observed from students' daily habits in performing tasks or activities. Students have demonstrated good responsibility attitudes.

From the three moral indicators, namely 1) Discipline, 2) Collaborative, and 3) Responsibility, a general analysis is conducted. Based on the moral data results, the students' moralities are as follows:

TABLE 4. PERCENTAGE OF MORAL STUDENT

Classification			Mean	Std. Dev	Max	Min
Criteria	Freq	%				
Excellent	13	20%				
Good	50	78%				
Fair	1	2%	74.44	8.80	92	56
Poor	0	0%		2		
Very poor	0	0%				
	64	100%				

The data table above represents the overall categories of student morality in physical education learning. The categorization shows that 20% of students fall into the "Excellent" category, 78% of students fall into the "Good" category, and only 2% of students fall into the "Fair" category, with no students falling into the "Poor" and "Very Poor" categories. In general, this research indicates that student morality in physical education learning is of good value. This is evidenced by the data showing no students categorized as "Poor" or "Very Poor" in morality, and only one student categorized as "Fair" out of a total of 64 students as respondents. This information is certainly positive for the school to continue maintaining or even further improving student and school community morality.

IV. DISCUSSION

From the results of this study, it is evident that physical education learning significantly contributes to the formation of student morality. With the majority of students falling into the "Good" category and a significant portion even reaching the "Excellent" category, it can be concluded that the physical education learning environment in schools has successfully created a supportive atmosphere for the positive development of student morality. The fact that no students are classified as "Poor" or "Very Poor" indicates that physical education is considered effective in encouraging students to internalize moral values such as discipline, responsibility, and collaborative.

This research aligns with previous studies on the same topic, such as the role of physical education in shaping the character of the nation's children by (Syafuruddin et al., 2022: 80). This study concludes that through approaches taken in physical education learning, students' psychological and moral development can be enhanced. This supports the findings of this research that through physical education learning, individual moral and character can be formed. As commonly known, physical education or sports always involve positive attitudes such as collaborative, communication, responsibility, and others. Integrating character education into PE lessons encourages students to practice these values in a practical, engaging context, reinforcing the lessons learned. The consistency of these findings with previous research underscores the significant potential of physical education to contribute to comprehensive moral and character development in adolescents.

However, the research results also remind us that there is still room for improvement and further development. Even with the majority of students falling into the "Good" category, the school's role in strengthening and maintaining student morality remains crucial. It is important for schools to continue evaluating and improving physical education learning strategies to be even more effective in instilling moral values in students. Further exploration into the specific roles and strategies teachers can adopt will enhance the effectiveness of PE in promoting holistic growth. Additionally, it is important to consider collaborative efforts between teachers, school staff, parents, and students themselves in reinforcing moral culture in the school environment.

This research also agree with the study by Hsu et al., (2022) "The Influence of Integrating Moral Disengagement Minimization Strategies into Teaching Personal and Social Responsibility on Student Positive and Miss behaviors in Physical Education." This study concludes that there is a difference between the experimental group and the control group, with the experimental group having higher moral values after intervention compared to the control group. These findings indicate that physical education learning can support moral development. This study has shown that many students have good morals or attitudes, as evidenced by the overall results, with 20% of students categorized as "Excellent", 70% as "Good", and 2% as "Fair". This means

that physical education has a significant impact on building individual morality or students' character.

To build students' character through moral or attitude assessment, it is necessary to instill it daily in various activities so that students are aware of the importance of discipline in daily life. According to Mustafa & Masgumelar, (2022: 40), as educators, it is important to build good habits starting from small things because the cultivation of morals cannot arise instantly but through daily habits that become good habits in life. Teachers have successfully educated and set good examples directly for students. This positive morality will create a good learning atmosphere, enhance learning effectiveness, provide good experiences for students, and help them develop social skills that may be needed in the future. These results can be used as a reference for teachers to evaluate each student's morality in learning.

This study demonstrates that physical education can effectively impart and nurture positive values, significantly contributing to the formation of students' morality and character. Enhanced teacher strategies could further strengthen this impact, ensuring that physical education continues to play a vital role for student development. The research also suggests the need for targeted interventions to improve collaboration and responsibility among students. By focusing on these areas, educators can create a more balanced approach to moral education within physical education programs.

#### V. CONCLUSIONS

This study examines student morality through physical education learning, viewed from three indicators: Discipline, Collaborative, and Responsibility. The results of this study illustrate that student attitudes in physical education learning have been categorized as "Good," with a total of 78% of students and an average score of 74.44. Among the three indicators, discipline is the major factor influencing students' disciplined attitudes, as there are only 2 students categorized as "Fair" under the discipline indicator, compared to 8 students under collaborative and 6 students under responsibility. Most students exhibit "Good" morality as seen through physical education learning. Students also demonstrate good levels of discipline, collaborative, and responsibility. Therefore, this study has shown that physical education learning can effectively teach and impact of positive values in the formation of students' morality and character. The research suggests the need for targeted interventions to improve collaboration and responsibility among students. By focusing on these areas, educators can create a more balanced approach to moral education within physical education programs.

#### ACKNOWLEDGMENT

We would like to extend our deepest gratitude to all those who have contributed to the success of this research. Special thanks go to Universitas Negeri Surabaya for providing the scholarship and continuous support throughout this study. We are also grateful to the junior high school students and

their teachers for their participation and cooperation. Our heartfelt appreciation goes to our families and colleagues for their unwavering support and encouragement.

#### REFERENCES

- Afriani, N. N. (2017). Identifikasi Perencanaan Pembelajaran Pendidikan Karakter Dalam Pembelajaran Pendidikan Jasmani Olahraga Dan Kesehatan Sma/Smk Sekolah Mitra UNY SE-DIY. *Pendidikan Jasmani Kesehatan Dan Rekreasi*, 6(3).
- Bronikowska, M., & Korcz, A. (2019). The level of moral competences of pre-service PE teachers - A reason to worry? *Biomedical Human Kinetics*, 11(1), 19–27. <https://doi.org/10.2478/bhk-2019-0003>
- Bronikowska, M., Korcz, A., & Bronikowski, M. (2020). The role of sports practice in young adolescent development of moral competence. *International Journal of Environmental Research and Public Health*, 17(15), 1–13. <https://doi.org/10.3390/ijerph17155324>
- Gunadi, D. (2018). Peran Olahraga Dan Pendidikan Jasmani Dalam Pembentukan Karakter. *Jurnal Ilmiah Spirit*, 18(3).
- Hsu, W. T., Pan, M., Shang, I. W., & Hsiao, C. H. (2022). The Influence of Integrating Moral Disengagement Minimization Strategies into Teaching Personal and Social Responsibility on Student Positive and Misbehaviors in Physical Education. *SAGE Open*, 12(4). <https://doi.org/10.1177/21582440221143359>
- Lian, H., Huai, M., Farh, J.-L., Huang, J.-C., Lee, C., & Chao, M. M. (2022). Leader unethical pro-organizational behavior and employee unethical conduct: Social learning of moral disengagement as a behavioral principle. *Journal of Management*, 48(2), 350–379. <https://doi.org/10.1177/014920632095969>
- Maksum, A. (2018). *Metodologi Penelitian dalam Olahraga* (edisi kedua). Surabaya: UnesaUniversityPress.
- Minazova\*, Z., Rachkovskaya, N., Muskhanova, I., Lechiyeva, M., & Nasugayeva, A. (2019). Moral Education Of Teenagers At Schools. 2276–2282. <https://doi.org/10.15405/epsbs.2019.12.04.303>
- Mustafa, P. S., & Masgumelar, N. K. (2022). Pengembangan Instrumen Penilaian Sikap, Pengetahuan, dan Keterampilan dalam Pendidikan Jasmani. *Biomatika: Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan*, 8(1), 31–49.
- Nurafiati, S., Rahayu, T., & Pramono, H. (2021). Strategy for Strengthening Character Education in Physical Education Learning at Makassar City Elementary Education Level. In *Journal of Hunan University (Natural Sciences)* (Vol. 48, Issue 6).
- Rahmawati, W., Asbari, M., & Cahyono, Y. (2023). Nilai Moral dan Etika: Perspektif Emile Durkheim. *Literaksi: Jurnal Manajemen Pendidikan*, 1(02), 12–16.

- Shim, J. (2023). Investigating the effectiveness of introducing virtual reality to elementary school students' moral education. *Computers & Education: X Reality*, 2, 100010. <https://doi.org/10.1016/j.cexr.2023.100010>
- Singh, B. (2019). Character education in the 21st century. *Journal of Social Studies (JSS)*, 15(1), 1–12. [doi10.21831/jss.v15i1.25226](https://doi.org/10.21831/jss.v15i1.25226)
- Suparno, S. (2020). Konsep penguatan nilai moral anak menurut Kohlberg. *ZAHRA: Research and Thought Elementary School of Islam Journal*, 1(2), 58–67. DOI:10.37812/zahra.v1i2.124
- Syafuruddin, M. A., Jahrir, A. S., & Yusuf, A. (2022). Peran Pendidikan Jasmani Dan Olahraga Dalam Pembentukan Karakter Bangsa. *Jurnal Ilmiah STOK Bina Guna Medan*, 10(2), 73–83. DOI: <https://doi.org/10.55081/jsbg.v10i2.692>
- Thambu, N., Prayitno, H. J., & Zakaria, G. A. N. (2021). Incorporating active learning into moral education to develop multiple intelligences: A qualitative approach. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 3(1), 17–29. DOI: 10.23917/ijolae.v3i1.10064