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CHARACTER DEVELOPMENT THROUGH PHYSICAL LEARNING FOR ELEMENTARY SCHOOL CHILDREN

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Abstract. This study aims to analyze the effectiveness of Physical Education (PE) learning in instilling and familiarizing positive character values in elementary school children. Character education is becoming increasingly important in the challenging era of globalization, where the flow of foreign cultures and the influence of social media can hinder the development of children's character. This study uses a descriptive qualitative approach involving 20 students, 5 parents of students, 2 teachers, and 1 principal at Elementary School Angkasa I Lanud Sutan Syahrir Padang. Data were collected through observation, unstructured interviews, and documentation studies. The results of the study indicate that PE activities are an effective medium in instilling character values such as discipline, cooperation, and responsibility. Teachers act as role models in teaching these values, while parental support strengthens character habits outside of school. Although effective, there are several challenges in its implementation, such as time constraints and lack of training for teachers. This study conveys that PE has great potential to contribute to the formation of a young generation that is not only physically healthy but also strong in character.

Keywords: Character; Development; Physical Education; Elementary School

I. INTRODUCTION

In Character building in children is an important foundation in shaping the personality and morality of the next generation of the nation (Amin, Wahyuri, Irawan, Welis, & Ockta, 2023; Iqbal et al., 2024; Nusri et al., 2024; Oktadinata et al., 2024). At elementary school age, children are at a stage of development where they are very sensitive to learning basic values such as honesty, responsibility, discipline, and cooperation (Atradinal & Ockta, 2024; Insani et al., 2024c; Ockta et al., 2024; Safitri et al., 2023). At this time, children spend a lot of time at school and at home, so that schools and families play an important role in fostering children's character development (Andika et al., 2024; Ismail et al., 2024; Sasmita et al., 2023). Educators have an important role in guiding, fostering and motivating children in getting to know culture, maintaining health and controlling emotions so that children can have noble morals (Hambali et al., 2024; Haris et

al., 2024; Khani et al., 2024; Rambe et al., 2024). Children are something that needs to be given an understanding and learning about the importance of character, character refers to moral values, caring, responsibility and respect for others (Ferdian et al., 2023; Safitri et al., 2024; Umar et al., 2023). Character is more than just personality. More than that, character is a test of personality. A person is said to have character if he is able to recognize the values and beliefs desired by society and make that character a guideline in his life (Insani et al., 2024b, 2024a; Likardo et al., 2023).

Character education in children is increasingly urgent in the era of globalization which is full of challenges and rapid changes, amidst the rapid flow of foreign culture and the influence of social media information, as evidenced by 73.7 million in Indonesia, especially among young people, making challenges that hinder the involvement of physical activity and social and emotional development in children, the government is trying to overcome the decline in character by including character education in the curriculum, but many schools have

not implemented education effectively (Amin, Wahyuri, Irawan, Welis, Gusni, et al., 2023a; Karisman et al., 2024; Triani et al., 2023). Recently, data was obtained that around 40% of schools in Indonesia have implemented character education in full by utilizing local wisdom, instilling good character values not only functions as a guide for individual behavior, but also becomes the basis for forming a harmonious and integrated society (Adrizal et al., 2024; Pitnawati et al., 2023; Revalina et al., 2024).

Therefore, the importance of instilling character in children, especially in elementary school age, cannot be ignored. At this age, children are in a critical phase of development where they begin to form views about themselves and the world around them (Al Zaki et al., 2023; Amin, Wahyuri, Irawan, Welis, Gusni, et al., 2023b; Arfi et al., 2024). Education that only focuses on academic aspects without paying attention to character building can produce individuals who are intelligent but lack empathy, responsibility, and discipline (Chinta et al., 2024; R. R. Illahi et al., 2023; Ockta & Hardiansyah, 2023). PE is an education that is directly involved in participants, with PE being the right approach, offering an effective solution to overcome this challenge (Budiman & Ockta, 2024; R. F. Illahi et al., 2024; Pranoto et al., 2024; Purwanto & Ockta, 2024). Through physical activities and sports, Penjas not only contributes to children's physical health, but also plays an important role in instilling character values such as cooperation, sportsmanship, and perseverance.

In the context of formal education, PE makes a significant contribution to the process of instilling these characters. Through physical activity, playing and sports, children are taught to understand and apply important values in everyday life (Apriady et al., 2024; Hadinata et al., 2024; Sepriani et al., 2024). Such as children learning about the importance of sportsmanship, respect for opponents, and the courage to try and continue to develop. Penjas activities that are designed properly can be an effective means of instilling positive character that they will carry into adulthood, which in turn will form a young generation that is not only physically healthy, but also morally strong.

With the existence of problems related to character in children, it becomes an obstacle that must be overcome. This study aims to analyze the effectiveness of PE learning in instilling and familiarizing positive character values in elementary school children.

II. METHODS

This study is a qualitative descriptive study that aims to describe and analyze the effectiveness of PE learning in instilling and familiarizing character values in elementary school children. This study was attended by 20 students and 5 parents, 2 class teachers and 1 principal.

Researchers use three main techniques in data collection: Observation: Direct observation was conducted by researchers by observing activities related to the implementation of character values such as discipline, independence, and responsibility in schools. This observation was conducted using to obtain relevant and in-depth data, while secondary data such as school curriculum and documentation photos

were used to complement and compare the data obtained. Interview: Unstructured interviews were used in this study, where researchers conducted interviews with a guideline of the topics to be discussed, without predetermined questions. This allows the interview to take place flexibly and dynamically, adjusting to the informant's answers. If the answers given are not satisfactory, the researcher continues the questions until data that is considered credible is obtained. Documentation Study: Researchers review relevant documents such as school curriculum, administrative records, photos of activities, and other documents that can support the research data. This research will adhere to ethical research principles, including obtaining permission from the school, parents, and participants. The identities of participants will be kept confidential, and participation in the study is completely voluntary.

Data obtained from observations, interviews and documentation will be analyzed using thematic analysis. This analysis involves coding data to identify key themes that emerge related to character building through PE. The analysis process is carried out in several stages:

1. Data Transcription: Interview data and observation notes were transcribed to facilitate analysis.
2. Initial Coding: Identification of initial codes from the data related to themes such as discipline, cooperation, responsibility, etc.
3. Theme Grouping: Codes that emerged consistently were grouped into major themes.
4. Data Interpretation: The themes were then analyzed and interpreted to answer the research objectives.

The data obtained is summarized, selected, and focused on important things, then presented in the form of brief descriptions, charts, or categories that allow conclusions to be drawn, and finally conclusions are drawn based on the verified data

III. RESULTS AND DISCUSSION

Based on the research that has been carried out some time ago, it can be said that the instillation of character building habits in elementary schools was obtained as follows:

1. School and participant profiles

This study focuses on PE with character building in elementary school children, the participants involved in this study were 20 students, 5 parents of students, 2 teachers and 1 principal. The research was conducted at Angkasa I Elementary School, Sutan Syahrir Air Force Base, Padang, which has limited facilities and infrastructure. However, this school has succeeded in implementing the character values of discipline, independence, and responsibility quite effectively in learning PE. The results of observations show that the efforts and dedication of teachers in instilling these values play a major role in the effectiveness of their implementation.

2. Character building in PE learning

Observation results show that PE activities are an effective medium for instilling character

values in students. For example, in team games such as soccer, it is seen how students are not only required to follow the rules of the game but also to cooperate, help, and respect each other. In this context, discipline and cooperation are not only taught, but also made a habit. Students gradually internalize these values, making them part of their daily behavior.

3. The role of teachers in character

From interviews with PE teachers, it was revealed that they play a central role in instilling character through physical activity. These teachers not only act as facilitators but also as role models. They demonstrate discipline by always being on time, as well as sportsmanship by appreciating students' efforts even though the results are not always perfect. One teacher said, "a teacher must set a good example for students, this is because elementary school children tend to imitate what their teachers say and what they see." With this approach, teachers consistently instill positive character values in students.

4. Student responses and participation in character learning

The results of interviews with teachers and students provide deeper insight into the implementation of character values. For example, Mrs. Lisa Febrianti revealed that the delivery of material is always associated with the development of a disciplined attitude, using examples that can be directly observed by students in the surrounding environment, playing fairly, and realizing the importance of caring for plants and disposing of trash in its place.

The daughter of a second grade student, stated that the teacher often invites them to exercise fairly by following the rules set by their teacher and working together. This shows that students not only understand the character values taught but also shows that learning is carried out contextually and is relevant to students' daily lives.

5. Parental support for character building

Parents involved in the study noted positive changes in their children after being involved in PE learning. They saw their children becoming more disciplined, responsible, and more proactive in helping family members at home. One mother said, "My child now helps out more at home without being asked. He seems more aware of his responsibilities." This shows that PE learning not only impacts students' character at school, but also in their daily lives.

6. Curriculum documentation and analysis

Analysis of the curriculum documents and the Learning Implementation Plan revealed that character values are indeed an integral part of the learning objectives of PE. The curriculum explicitly includes (Amin, Wahyuri, Irawan, Welis, & Ockta,

2023; Iqbal et al., 2024; Karisman et al., 2024; Oktadinata et al., 2024) character development as one of its focuses, with strategies designed to encourage students to develop traits such as discipline, cooperation, and responsibility through physical activities. This supports the finding that PE learning in these schools has been systematically designed to familiarize students with their character.

7. Obstacles in character development

Despite many positive findings, the main challenge in implementing character values at SD Angkasa I Lanud is the limited facilities and infrastructure. However, the collective efforts of teachers and school staff to instill the values of discipline, independence, and responsibility have successfully overcome this challenge. Other challenges, such as this study also identified several obstacles that hinder the optimization of character education through PE. One of the main obstacles is the limited time given for PE in the school schedule. Teachers feel that the time available is often not enough to explore and deepen the character values that they want to instill. In addition, several teachers admitted that they felt they did not receive adequate training on how to effectively integrate character education into PE activities. The principal, Dadiyo, emphasized that all school staff were involved in this effort in accordance with the school's vision. These obstacles indicate the need for improvements in the structure and implementation of the PE program at the school.

The Role of PE in Character Formation.

The results of this study underline that PE in elementary schools not only functions as a means of developing students' physical abilities, but also as an effective medium for character building. PE activities allow students to actively internalize values such as discipline, cooperation, and responsibility through direct experience. This is in line with social learning theory which states that behavior and values can be learned through observation and social interaction in a structured context. The findings of previous studies convey that to form good character, the PE learning process uses an integrated model. These findings also support previous studies which emphasize that sports and physical activity can contribute significantly to character building.

The Influence of Teachers as Role Models

This discussion also highlights the importance of the role of PE teachers as role models in the formation of student character. Teachers who consistently demonstrate discipline, sportsmanship, and integrity can influence student behavior in the long term (Yuliana et al., 2023). Teachers do not only teach theory, but also provide real examples that can be imitated by students. This reinforces the idea that character education through PE requires the involvement of teachers who not only understand the material but are also able to apply and demonstrate these values in everyday practice.

V. REFERENCES

Student Responses and Character Building.

Interestingly, students in this study showed a good understanding of the character values taught through PE. They not only understood concepts such as cooperation and responsibility, but also applied them in their daily activities, both at school and at home. The learning approach implemented by the teacher has been successful in shaping the character of students. This positive response shows that character building through PE is effective when done consistently and supported by a conducive learning environment.

The Role of Parents in Strengthening Character Building.

In addition, parental support plays an important role in strengthening the character habits taught in schools. Parents, family and the environment influence character, especially parents who play an important role in instilling character values in children, as psychological theory states that environmental and family factors have a major influence on character development. This shows that character education through PE not only has an impact on the school environment, but also has long-term effects that extend into family life and the environment.

Implications and Recommendations.

The implications of these findings indicate that PE has great potential to contribute to the formation of positive character in elementary school students. With the implementation of the research, it becomes a guideline and understanding for teachers, especially PE teachers, in this study there are still many obstacles faced and become a guideline for future research, such as the need to review the allocation of time in the curriculum, as well as increasing training and resources for PE teachers. This recommendation is expected to help increase the effectiveness of character building through PE, so that it can make a greater contribution to the formation of a young generation that is not only physically healthy but also strong in character.

IV. CONCLUSION

This study shows that PE in elementary schools is effective in shaping students' characters, such as discipline, cooperation, and responsibility. PE teachers play an important role as role models, while support from parents strengthens character habits outside of school. Although effective, there are challenges that need to be overcome, such as time constraints and the need for training for teachers. With these improvements, PE has great potential to build strong characters for the younger generation, both physically and morally. With this research design, it is hoped that a comprehensive picture can be obtained of how PE learning in elementary schools can act as an effective means for the formation and habituation of character in students. For future research, we provide a picture that character is not only in PE learning but try to link character with other learning and can study and use a wider sample in the future.

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