



Respect and Responsibility of Karate Students at BKC Dojo Maung

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Abstract

Education is the goal of developing students' character as part of the formation of social behavior. It not only focuses on intellectual development but also plays an important role in instilling moral values and social attitudes that are reflected in daily life. This study aims to understand how karate instruction shapes students' views about respect and responsibility. This study used a descriptive framework and a qualitative technique to explain events that occur during karate training sessions. Regular training sessions were attended by seven karate students. Paperwork related to training activities, student interviews, and training observers were used to collect data. Data reduction, data presentation, and conclusion formulation based on the study findings were used to analyze the data. The results indicate that students' respect is reflected in their habit of performing salutation (rei) to coaches and fellow students, paying attention to the coach's instructions, and maintaining proper attitudes and behavior during training. Meanwhile, responsibilities include maintaining training equipment, ensuring the safety of training partners, being disciplined in attending training sessions, and following dojo rules. These attitudes are developed via continuing training activities, the implementation of dojo rules, and the role modeling of coaches. Karate instruction therefore helps students develop both their martial arts skills and their character.

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INTRODUCTION

Education aims to develop students' character as part of shaping their personality and social behavior. It not only focuses on intellectual development but also plays an essential role in instilling moral values and social attitudes reflected in individuals' daily lives. Through character education, students are expected to develop integrity, responsibility, and the ability to interact positively within their social environment. According to Lickona (1992), character formation involves three interrelated components: moral knowing, moral feeling, and moral action, which collectively influence individual behavior. Therefore, character development should be carried out through activities that allow students to directly experience the internalization of values in real-life contexts. A disciplined character is not formed instantly, but develops through a process of habituation that is carried out consistently and repeatedly (Uge et al., 2022).

One activity that is believed to contribute to students' character development is sports, particularly martial arts such as karate. Sports activities not only improve physical fitness but also serve as a medium for developing social and moral values among students (Bailey, 2006). Previous studies have shown that participation in structured sports can promote prosocial behavior, discipline, and responsibility among adolescents (Fraser-Thomas et al., 2005). In addition, involvement in sports activities can foster life skills such as responsibility, teamwork, and self-control (Gould & Carson, 2008). Martial arts participation has also been associated with positive youth development outcomes, including responsibility, self-control, and prosocial behaviour (Alif et al., 2024).

In the context of martial arts, particularly karate, training does not only emphasize the mastery of self-defense techniques but also instills values such as discipline, respect, self-control, and responsibility through consistent training culture and dojo rules (Vertonghen & Theeboom, 2010). Discipline is reflected through compliance with rules, regular behavior, and individual responsibility in carrying out their obligations (Uge et al., 2022). These principles are not only taught theoretically but are also developed through repeated and structured practice during training sessions (Lakes & Hoyt, 2004). An environment that consistently applies rules contributes to the formation of a disciplined character (Uge et al., 2022).

This study aims to investigate attitudes of

respect and responsibility among karate students and to understand how these attitudes are formed through the karate training process. This study employs a qualitative methodology with a descriptive approach to explain the phenomena occurring during karate training sessions. Seven karate students participated in regular training sessions. Data were collected through training observations, student interviews, and relevant training documents. The data were analyzed through data reduction, data display, and conclusion drawing based on the research findings (Miles et al., 2014).

This research is to understand the teaching of karate, to form students' perceptions of respect and responsibility. In order to explain phenomena that arise during karate training activities, this study used a qualitative technique with a descriptive framework. Regular training sessions were attended by seven karate pupils. Student interviews, training activity documentation, and training observations were used to collect data. Data reduction, data presentation, and the development of conclusions based on the study findings were the methods used to examine the data.

Respect is a basic social characteristic that represents a person's ability to treat others with respect and recognize their contributions and duties. Respect in karate training is demonstrated by greeting trainers and other students, listening intently to instructions, and abiding by the regulations throughout practice. A key component of developing character is responsibility. Habits that are practiced consistently can develop into ingrained character traits within an individual. Sports training activities can be a means of building character traits such as discipline, sportsmanship, and responsibility (Uge et al., 2022). This is demonstrated by how effectively you adhere to dojo regulations, maintain your training gear, and ensure the safety of your training companions.

Although earlier studies have highlighted martial arts' ability to shape students' personalities, there are currently few studies that particularly address the development of respect and accountability during karate instruction in dojo environments. While the process of moral value creation through social interaction and training culture in the dojo has not received enough attention, most research focus on the broad physical or psychological benefits of sports. Although martial arts have been linked to positive developmental outcomes, evidence remains limited regarding how specific character traits are

formed within particular training contexts (Alif et al., 2024). This indicates a research gap that requires more investigation.

This condition is especially important for karate training at BKC Dojo Maung. The dojo is a place where students may practice and socialize with each other. The training process is not only oriented towards improving performance, but also plays a role in forming the athlete's character, including a disciplined attitude (Hadi, 2011). In this environment, students learn martial arts moves and also how to be good people through the rules of training, the culture of the dojo, and their relationships with teachers and other students. Instilling discipline is influenced by the exemplary role of mentoring figures, because the value of discipline is more effectively formed through real examples than through mere instructions (Uge et al., 2022). Instilling discipline is influenced by the role model of a mentor, as the value of discipline is more effectively formed through concrete examples than through instruction alone. Coaches act as mentors, motivators, and role models in shaping athletes' character, including instilling responsibility and discipline (Hadi, 2011). Nonetheless, there exists a paucity of studies particularly investigating the formation and manifestation of respect and responsibility within this environment.

Given this context, the purpose of this study is to investigate karate students' attitudes about respect and accountability and to comprehend how these attitudes are formed during karate instruction. Both scholarly and practical contributions are anticipated from this investigation. Research on character education in non-formal education, especially in martial arts, is enhanced academically. It is anticipated that the results will offer practical insights into the character development process during karate training, which coaches may utilize as a guide to create successful character-based instruction.

METHOD

This study employed a qualitative approach with a case study design to obtain an in-depth understanding of students' respect and responsibility attitudes during karate training activities. In qualitative research, data collection and data analysis take place simultaneously and interactively (Rijali, 2018). This approach was chosen because the study focuses on understanding students' attitudes within the natural context of ongoing training activities. According to Creswell (2019), qualitative research is appropriate for exploring

phenomena in depth within their real-life context, while the case study design allows for the investigation of phenomena that are closely connected to their social environment, as explained (Yin, 2018).

The study was carried out at BKC Dojo Maung, an operational karate training facility in Sumedang Regency, Indonesia. Data collection was carried out over four weeks, with training sessions held twice a week. During this period, observations focused on training activities and interactions between the coach and students. The researcher also acted as a coach in the dojo, enabling direct access to the natural training process.

The participants were karate students aged 14-15 years old consisting of 7 boys and girls and actively participated in training at BKC Dojo Maung. Participants were selected using purposive sampling, a technique that involves selecting individuals based on specific criteria relevant to the research objectives. Based on this method, seven students who regularly participated in training were selected as research participants.

Data were collected through observation, interviews, and documentation. Observations were conducted during training sessions to examine students' behavior, including their responses to the coach's instructions, interactions with peers, and compliance with dojo rules. Interviews were conducted with students to explore their experiences and perspectives regarding respect and responsibility in karate training. Documentation was used as supporting data, including training records and other relevant information related to dojo activities.

Data analysis followed the qualitative data analysis model proposed by Miles et al., (2014), which includes data reduction, data display, and conclusion drawing. In the data reduction stage, information obtained from observations and interviews was selected, simplified, and categorized according to the research focus. The data were then presented in a narrative form to facilitate interpretation. Finally, conclusions were drawn based on the interpreted data regarding students' respect and responsibility attitudes during karate training.

RESULTS AND DISCUSSION

The results of this study were obtained through observations of karate training activities and interviews with seven students who actively participated in training sessions. During the training process, students demonstrated various behaviors reflecting respect and responsibility in

karate practice, both in their interactions with peers and with the coach. These findings indicate that karate training provides not only physical benefits but also contributes to character development, particularly in fostering moral and social values. This is consistent with previous research stating that sports participation can serve as an effective medium for developing prosocial behavior and character in youth (Bailey, 2006). The success of the training process is greatly supported by the athlete's discipline in obeying the rules and carrying out the training program (Surbakti et al., 2022).

Based on the observational data, students consistently showed respectful behavior, such as bowing before and after training, listening attentively to instructions, and maintaining proper etiquette during practice. The interaction between athletes, coaches, and the training environment contributes to the formation of disciplined behaviour (Surbakti et al., 2022). One student stated, "We always bow before entering the dojo and when facing the coach because it shows respect." This behavior reflects the internalization of respect as a core value in karate training. Such findings are in line with the study by Vertonghen & Theeboom (2010), which highlights that martial arts training promotes social values, including respect and discipline, through structured routines and cultural practices.

In terms of responsibility, students demonstrated accountability in attending training sessions regularly, completing assigned exercises, and maintaining discipline during practice. Discipline is reflected in the athlete's awareness to carry out training regularly, improve skills, and maintain physical condition (Surbakti et al., 2022). A participant expressed, "I feel responsible to come on time and follow all the training seriously because it is part of my commitment." This suggests that karate training fosters a sense of personal responsibility among students. An athlete's disciplined attitude is reflected through adherence to the training schedule, optimal use of training time, and adherence to training rules (Cahyani & Marheni, 2018). These results support the findings of Gould & Carson (2008), who emphasized that structured sports activities can enhance life skills such as responsibility, commitment, and self-regulation.

Furthermore, repeated and structured training routines appear to play a significant role in shaping students' attitudes. The consistent application of dojo rules and training discipline encourages the habituation of positive behaviors. As one student explained, "At first it was difficult,

but over time I got used to being disciplined and respecting others." This finding aligns with Lakes & Hoyt (2004), who found that martial arts training contributes to the development of self-regulation and behavioral control through repetitive practice and structured environments.

However, this study did not identify significant external factors outside the training environment that influenced the development of respect and responsibility among students. The formation of these attitudes appears to be primarily driven by internal training processes, including coach guidance, dojo culture, and repetitive practice. This suggests that karate training itself serves as a dominant factor in shaping students' character. This finding reinforces the idea that well-structured sports environments can independently contribute to positive youth development (Fraser-Thomas et al., 2005).

Respect Attitude

Respect was one of the most visible values during karate training. Based on observations, all students consistently performed salutation (rei) to the coach and fellow students before and after training sessions as part of dojo etiquette. Respect was also reflected in students' attentive listening to the coach's instructions and their ability to maintain appropriate behavior during training. In paired practice, students demonstrated respect by ensuring the safety of their partners and avoiding harmful actions.

Interview results further confirmed that students understood the importance of respect. They stated that performing salutations, listening to instructions, and maintaining proper behavior are essential rules that must be followed during training.

Responsibility Attitude

In addition to respect, responsibility was also evident in students' behavior. Responsibility is an individual's attitude in carrying out their duties and obligations consistently, including in the training process (Cahyani & Marheni, 2018). Observations showed that students demonstrated discipline by regularly attending training sessions and following the training schedule consistently. Responsibility was also reflected in students' compliance with dojo rules, maintaining training equipment, and performing techniques in a controlled manner to ensure the safety of their training partners.

Interview findings indicated that students were aware of the importance of responsibility. They acknowledged that discipline and adheren-

ce to dojo rules are essential responsibilities that must be upheld during training.

Table 1. Indicators of Respect and Responsibility of Karate Students

Theme	Behavioral Indicators	Respondents
Respect	Performing salutation (rei)	R1–R7
Respect	Listening to instructions	R1–R6
Respect	Speaking politely	R2, R3, R5, R7
Respect	Maintaining behavior in paired practice	R1, R3, R5, R6
Responsibility	Attending training on time	R1, R2, R4, R6
Responsibility	Participating regularly	R1, R3, R5, R7
Responsibility	Ensuring partner safety	R2, R4, R6, R7
Responsibility	Following dojo rules	R1–R5

As shown in **Table 1**, both respect and responsibility are reflected in various behavioral indicators demonstrated by the students during training. Respect is mostly demonstrated by greeting others, paying attention, and acting appropriately, whereas responsibility is demonstrated by discipline, following the rules, and ensuring practice safety.

These results suggest that karate training is a useful method for character development as well as a means of honing martial arts abilities. Respect and accountability are consistently shown, which implies that these principles are assimilated through repeated habituation throughout training exercises.

The character education hypothesis put out by Lickona (1992), which stresses the integration of moral understanding, moral emotion, and moral action, is consistent with this conclusion. Students in this research not only comprehend the significance of accountability and respect, but they also exhibit and put these principles into practice in actual training scenarios.

Additionally, the dojo culture and controlled training environment have a big impact on how trainees develop as individuals. Positive social conduct is supported by the coach's role modeling, social engagement, and the constant application of rules. This confirms earlier research showing martial arts instruction improves pupils' self-control, discipline, and prosocial conduct.

Furthermore, the coach's role is essential in reiterating these principles. In addition to offering technical guidance, the coach sets an example of accountability, discipline, and respect. This

motivates students to embrace and uphold these principles throughout their training.

All things considered, karate instruction can be viewed as an effective method of character education in an informal context, where moral principles are developed through. The process of repeated habituation and the application of values such as discipline, respect, and responsibility have been shown to shape positive behavior in students by consistent practice, social interaction, and assimilation of dojo culture.

However, this study has several limitations, including the relatively small number of participants, with only seven students involved, as well as its focus on a single dojo, which limits the generalizability of the findings, in addition to the potential subjectivity of observation and interview data. Beyond the primary focus on respect and responsibility, additional findings indicate the development of other aspects such as emotional control and self-confidence. This is reflected in a student's statement, "I have become better at controlling my emotions and not getting angry easily since joining karate," suggesting that karate training also contributes to students' psychological development.

Based on these findings, it is recommended that future studies involve a larger number of participants from multiple dojos and employ a mixed-methods approach to obtain more comprehensive data, as well as explore other variables such as emotional regulation, self-confidence, and leadership to further enrich the understanding of the contribution of martial arts to character education.

CONCLUSION

According to the study's findings, karate instruction not only helps pupils learn martial arts skills but also has a significant impact on their character development, especially when it comes to encouraging respect and accountability. Students' actions, such as greeting instructors and classmates, paying close attention to instructions, and acting appropriately throughout training, demonstrate respect. In the meanwhile, students exhibit responsibility by being disciplined in their attendance at training sessions, following dojo regulations, and making an attempt to protect their training partners.

The ideals of discipline, respect, and responsibility that are ingrained in dojo training culture are consistently ingrained, leading to the establishment of these attitudes. These results imply that via the physical exercises and social

interactions that occur during the training process, karate instruction can be a useful tool for character education in non-formal learning environments.

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