



The Contribution of Physical Education Teachers in Shaping Student Character

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Abstract

This study is a literature review aimed at understanding the contribution of physical education teachers in shaping students' character. The method used in this research is a literature review, with research sources obtained from various references such as journals, books, documentation, the internet, libraries, and other relevant sources. The data collection technique for this literature review involved gathering various references and citations relevant to the research topic, utilizing the Google Scholar database by entering the keyword "contribution of physical education teachers in building student character." The database search yielded 10 articles published between 2016 and 2022 that are relevant to the focus of this study. The findings indicate that physical education plays a significant role in shaping and instilling character in students. It can be concluded that the contribution of physical education teachers is currently at a moderate level in the process of character development in students. Therefore, it is expected that physical education teachers will further enhance their contributions to the implementation of character education.

How to Cite

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INTRODUCTION

Education plays a crucial role in human life, as it can influence human development in all aspects. Through education, various individual potentials can be developed, ranging from physical, intellectual, emotional, to social aspects, in alignment with their environment (the socio-cultural context in which they reside) (Permana, 2022). Education enables individuals to acquire knowledge, moral integrity (noble character), and skills that can be utilized both for their own benefit and for the betterment of their community society (Yasmin et al., 2021).

Character can be defined as the qualities, morals, or ethics that distinguish one individual from another, serving as a foundation for thinking, perspectives, attitudes, and actions. This character typically develops throughout the course of a person's life (Permana, n.d.). Therefore, the goal of national education is not only to produce intelligent human resources but also to cultivate individuals with character, moral integrity, and creativity (Yulianto et al., 2023). In accordance with Law No. 20 of 2003, it states that national education functions to develop abilities and shape the character and dignified civilization of the nation in order to enhance the quality of life for the nation. There are three factors that contribute to the formation of an individual's character: the family environment, the community, and the school (Haris et al., 2024).

Character development within the school environment can be accomplished through character education. Character education can be defined as a method for instilling values in students, enabling them to implement these values toward God Almighty, themselves, and others the community (Risyanto et al., 2024). The values in question pertain to principles of good behavior or actions in interactions with the Creator and with other individuals (Hasyim et al., 2024).

In our contemporary life, the concept of physical education is often misunderstood and conflated with other concepts, equating physical education solely with activities or efforts aimed at developing the human body's organs, physical fitness, physical activities, and skill development (Evans, 2017). This understanding presents a narrow view of what physical education truly entails. In essence, physical education encompasses the education that applies all potential human activities and actions, including attitudes and behaviors (Pangrazi & Beighle, 2019).

Character education in the current era is extremely important and should begin within the

family environment, extend to schools, and broaden into the community (Pavlíková et al., 2023). Numerous incidents demonstrate that there are still gaps in character development, evidenced by the prevalence of violence occurring in schools, acts of violence by students in society, student brawls, disrespectful behavior toward teachers, and many other deviations exhibited by students today. This illustrates that the objectives of education have not yet been fully achieved (NGOSO-SEI, 2023).

In essence, education and learning are inseparable in any context. When the learning process aims to shape the behavior or actions of students according to their needs, the contribution of education is to prepare students. Essentially, students may not be fully prepared but need to be equipped as they prepare themselves to enter the real world (Baena-Morales & González-Víllora, 2023). In formal education, the teacher plays a crucial role in the learning process, serving as the central figure in the dissemination of knowledge. Therefore, to fulfill this role, a teacher must possess various competencies related to teaching. In the implementation of classroom instruction, teachers are directly responsible for enhancing the effectiveness of learning (Kosholap et al., 2021).

In the school environment, character development takes on a broader scope, as students are trained to learn independently, interact, and socialize. Therefore, the contribution of educators is essential in the character-building process within schools. Schools are viewed by society as institutions for national character development, where the role of teachers extends beyond merely transferring knowledge; it encompasses the responsibility of shaping students' character (Ops-toel et al., 2020). The school environment, as the setting for learning and knowledge transfer, is expected to contribute to the formation of national character, thereby facilitating the progress of the nation through education (Lee, 2019).

Educators, particularly physical education teachers, have a unique ability to understand the diverse character traits of each student. Through learning processes conducted outside the classroom, students' character can be more easily observed, as they tend to feel freer to express themselves in these settings (Lleixà & Nieva, 2020). Consequently, the character inherent in each student becomes more apparent. In this context, the contribution of physical education teachers significantly influences the formation and cultivation of students' character (Quennerstedt, 2019). Both physical education teachers and classroom teachers play vital roles in shaping and educating

students' character. Therefore, teachers must strive to be role models and set positive examples for their students (Vasconcellos et al., 2020).

Based on the explanation above, it is crucial to understand the contribution of physical education teachers in shaping students' character. Physical education teachers not only teach physical skills but also instill values such as discipline, teamwork, honesty, responsibility, and sportsmanship. This role is vital in fostering students with strong character and integrity.

METHODS

This study employs a writing survey technique. A writing survey is a method that recognizes, evaluates, and interprets the works of research results and ideas generated by researchers and practitioners (Hyland, 2016). Furthermore, the author in this study utilizes a systematic writing survey design, which is a method that allows for the assessment and understanding of all research relevant to the specified research question aimed at analyzing the contribution of physical education teachers in shaping student character.

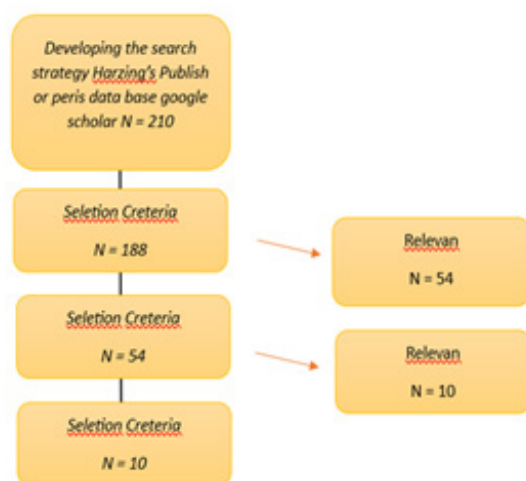


Figure 1. PRISMA Flowchart.

Using a systematic writing survey in virtual education and sports learning, the research tool refers to the method used for data collection. The tool in this research is documentation. Etymologically, documentation refers to written materials. In conducting documentation, researchers analyze various products such as books, magazines, reports, guidelines, meeting minutes, journals, and so forth (Jones, 2022). Journal searches were conducted based on results from Google Scho-

lar using the keywords "Contribution of Physical Education Teachers" and "Contribution of Physical Education Teachers in Shaping Student Character". The researchers found 210 journals that matched these keywords. Of the 210 journals identified through the keyword search, 22 were excluded due to having the same title, lack of available full-text articles, and 188 journals were processed for abstract screening. As a result, 54 articles were obtained. A feasibility assessment of the 54 full-text journals was conducted, resulting in 10 articles that were copied and didn't meet the consideration models were prohibited, so 10 full-text articles were explored.

RESULTS AND DISCUSSION

This literature review study is conducted to determine the contribution of physical education teachers in shaping student character, utilizing existing literature on the role of physical education in character development. The collected literature is analyzed using a critical appraisal table to address the measurement objectives and compared with the existing measurement results

Analisis Critical Appraisal

In this study, there are 10 pieces of literature discussing the role of physical education teachers in shaping student character. All of these journals are national journals that have been retrieved from the Google Scholar portal by entering the keywords "Role of Physical Education Teachers" and "Role of Physical Education Teachers in Shaping Student Character." These journals were then analyzed using critical appraisal analysis to examine the core findings and results of the studies, thereby identifying the similarities and differences among the journals.

Table 1. Table tittle

Author	Title
Casey, A., & MacPhail, A. (2018)	Adopting a models-based approach to teaching physical education. Physical Education and Sport Pedagogy
Quennerstedt, M. (2019)	Transformative learning and teaching in physical education and sports pedagogy
Lleixà, T., & Nieva, C. (2020).	Perceptions and decisions of physical education teachers
Lee, Y. H. (2019).	Emotional labor, teacher burn-out, and turnover intention in high-school physical education teaching.

Opstoel at all, (2020).	Personal and social development in physical education and sports: A review study.
Kosholap, A., at all, (2021)	Neuropsychological bases of self-improvement of own physical health of future teachers in the course of university education. BRAIN.
Ward, P., & Lehwald, H. (2018).	Effective physical education content and instruction: An evidence-based and teacher-tested approach.
Piggin, J. (2020).	What is physical activity? A holistic definition for teachers, researchers and policy makers
Capel, S. (2016).	Value orientations of student physical education teachers learning to teach on school-based initial teacher education courses in England
Ulstad, S. O., at all, (2016).	Motivation, learning strategies, and performance in physical education at secondary school.

Analysis of the contribution of physical education teachers in shaping student character From several studies that have been conducted, it can be concluded that physical education taught in schools is an effective medium for character development. Teachers need to create innovative teaching methods that are tailored to the students' conditions, as children spend most of their time in school learning and engaging in activities. Therefore, schools are the primary institutions that can be utilized to develop and socialize sports activities as a means of character formation (quennerstedt, 2019). Additionally, society has now placed full responsibility on formal educational institutions (schools) as a platform for shaping the character of their children.

Analysis of the contribution of physical education teachers in shaping the character of elementary school students From several studies, it is evident that schools are the most suitable places for teaching character education, especially at the elementary school level, where students first formally encounter physical education. The characteristics of elementary school age represent an effective period for instilling values, as this is the first time children truly engage with the outside world. They are often described as imitators due to their tendency to mimic everything around them. Therefore, physical education, as one of the subjects at the elementary level, plays a crucial role in character development (lleixà & nieva, 2020). One way a physical education teacher can

contribute to character education is by integrating character values into lessons conceptualized in the lesson plan (rpp). Character cannot be developed quickly and instantly; it requires a structured and continuous process. Teachers must plan, implement, and evaluate each learning process consistently. If this is done, it will foster students with strong character (Lee, 2019).

However, physical education learning in some schools still does not align with the true concept of physical education. There are still physical education teachers in elementary schools who place emphasis on assessments based on student performance. Most teachers measure the results achieved by students rather than evaluating the processes the students have undergone (Kosholap et al., 2021).

Analysis of the contribution of physical education teachers in shaping the character of junior high school students or equivalent The role of physical education teachers in shaping the character of junior high school students (smp/mts/equivalent) is not much different from that at the elementary school level; however, this stage requires greater ability to instill character values in students because those in junior high school have already been exposed to the outside world, where many of their character traits have already developed. As a result, it is very challenging to change some negative traits that have become habits among students (Capel, 2016).

Therefore, physical education serves as one solution for character development, as it requires physical education teachers to better understand the characteristics of each student, both in terms of physical and psychomotor attributes. Thus, the responsibility of physical education teachers is to uphold the character values present in sports to ensure they are implemented and utilized as a means of character formation for students (Ward & Lehwald, 2018).

CONCLUSION

Based on the research, it can be concluded that physical education is an effective medium for implementing character education. The findings indicate that physical education plays a role in shaping students' character through indicators such as inspirator, role model, motivator, dynamizer, and evaluator. The values taught are derived from religion, pancasila, culture, and the national education goals, including religiousness, honesty, tolerance, discipline, hard work, and others. However, physical education teachers still face challenges in integrating character values

into lessons that are conceptualized in the lesson plan (rpp). While they have begun to instill some positive character traits, their application is not yet fully structured.

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