



Physical Education as a Character Formation in Paringin City Elementary School in the Modern Era

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Abstract

This research seeks to explore the role of physical education in shaping students' character at Paringin City Elementary School in the contemporary era. The examined character encompasses elements of religiosity, honesty, tolerance, discipline, and responsibility. This research employs a quantitative descriptive approach using a survey technique, in which questionnaires are distributed to fifth-grade students across 10 elementary schools in Paringin City. The gathered data is analyzed using the percentage technique and presented through tables and bar charts to depict each category in the character development process. The study results indicate that physical education significantly contributes to shaping students' character. The majority of the analyzed character aspects fall within the categories of "excellent" to "good". The responsibility aspect achieved the highest percentage at 84%, followed by honesty at 77%. These findings reaffirm that physical education contributes not only to physical development, but also serves as an effective tool for character development. Hence, to further instill character values in students, it is essential to enhance and optimize physical education teaching methods.

How to Cite

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INTRODUCTION

The initial stage of education that students undertake is Elementary School. At this stage, students acquire fundamental knowledge that serves as the foundation for pursuing higher education. Therefore, teaching in elementary schools should be conducted as efficiently and effectively as possible. (Aka, 2016). Children in primary education possess characteristics such as enjoyment in playing, active movement, a preference for group activities, and a tendency to engage in live demonstrations. (Widiyani et al., 2024).

Education is not merely intended to transfer knowledge from teachers to students, but also involves deeper and more comprehensive efforts, Namely, fostering students' character through the learning process (Rakhman & Wibawa, 2019).

Science and technology have progressed rapidly in line with the changing times (Kartini & Putra, 2020). The rapid advancement of information and communication technology (ICT) has had a profound impact on the educational environment, especially in the digital era, with the widespread use of social media technologies across all age groups (Rahayu, 2013). In the world of education, teachers are encouraged to innovate in leveraging technology to enhance learning activities (Kartini & Putra, 2020). The progression of communication technology has impacted various aspects of human life, including the development of software and electronic devices. Today's technological advancements have a significant impact on various sectors, including education (Noor et al., 2023). Along with the benefits brought by the digital era, the education sector also encounters new challenges that must be addressed, Particularly in the endeavor to shape the character of the younger generation, especially during the elementary school years. At the character development stage, this foundation begins with learning in school, this is a dynamic stage where the teacher serves as an educator who imparts knowledge, while students actively engage in the learning process (Budiarta et al., 2022). In the present era of the Alpha Generation, character education plays a crucial role in shaping future generations as the nation's successors.

In both formal and informal settings, character education is crucial in various aspects of everyday life. The absence of adequate character education in today's generation has emerged as a social issue, with parents and other stakeholders questioning the objectives of education in schools. Moreover, numerous media outlets frequently report incidents of student aggression

toward teachers, physical altercations, and disrespect toward the elderly. In an academic paper on the Advancement of Cultural and Character Education for the Nation, The Republic of Indonesia's Ministry of Education and Culture has identified 18 distinct character values to be instilled and nurtured in children and the younger generation across the country. These values include: Relegius, honest, tolerance, discipline, responsibility, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievements, friendship/communication, love of peace, love of reading, care for the environment, and social care (Dalmeri, 2014).

In this study, the process of shaping individual character is based on four key values that are essential for character development in elementary schools, as highlighted by experts. However, the fundamental basis of the 18 core values is religious value, which acts as the primary foundation for developing ethics and morals in shaping an individual's character (Lickona, 1991). Highlighting the importance of incorporating spiritual aspects in character education to ensure individuals develop a strong moral awareness. The aspect of honesty as recognized in the theory of moral development (Kohlberg, 1984) as a foundation of integrity, it plays a crucial role in building social trust. In line with the principles of social contract theory (Allport, 1954) which proposes that constructive interactions can diminish prejudice and foster greater respect for diversity. In addition, discipline according to (Baumeister, R. F., & Vohs, 2004) It represents a form of self-discipline that contributes to an individual's success in reaching their goals. Responsibility is also a key component in shaping character, as stated in the socio-cognitive theory (Sulaiman, 1986), where individuals develop a sense of responsibility through their social environment. With these four factors, character development can be achieved through education, habits, and positive social interactions, ultimately shaping individuals with strong character who contribute positively to society.

The moral crisis has become widespread across the world, particularly in the global education sector. The numerous incidents of violence occurring both within and beyond educational institutions serve as evidence of this. In many regions of Indonesia, one of the most common incidents is students assaulting their teachers, numerous stakeholders in Indonesia's education sector have reacted to this incident. Indonesia will struggle to keep up with other countries in

various sectors, particularly in the field of sports education, if this issue is not properly addressed (Hasnah et al., 2022).

Through a variety of movement-based activities, physical education is a learning program that focuses on developing competencies, including attitudes, knowledge, and skills (Safitri et al., 2022). (Sukadiyanto, 2012) suggests that the term "physical education" means education that incorporates physical exercise. Physical exercise serves as a medium or tool for education in the context of Physical Education (Penjas), aligning with the overall goals of education, that is, addressing cognitive, emotional, and psychomotor aspects.. Through practice, students can enhance their skills in physical education (Arianto et al., 2023). Physical exercise serves as a teaching method in physical education. Teaching is merely one aspect of the broader and more profound objectives of education. Although the primary goal of physical education is movement (kinesthetic), it does not mean that other aspects, such as cognitive, emotional, and psychomotor, are overlooked, these three aspects are also given careful attention. Emotional development is closely connected to physical education, which is an essential aspect of education that cannot be separated (Ashari et al., 2024). Enhancing physical fitness is one of the primary objectives of physical education in schools, individuals who are physically active and healthy will undoubtedly perform their duties efficiently (Mahdiansyah et al., 2023). This has an impact on students' emotions in their daily lives.

According to Depdiknas, (2006), the objectives of the Health Service include "establishing a strong moral character foundation by internalizing the values found in Physical Education, Sports, and Health, as well as fostering sportsmanship, honesty, discipline, responsibility, cooperation, confidence, and democracy." Character is shaped through experience and habits rather than innate traits (Atieka & Budiana, 2019).

An example is regarded as more effective than teaching methods. A single example can leave a greater impact than a thousand pieces of advice. This statement aligns with what was expressed by (Koesoema A, Doni, Nusantara, 2015) "Verba movent exempla trahunt" is a Latin proverb that states that "words can move people, but examples can captivate hearts." Parents, coaches, and physical education instructors are among those responsible for guiding students, they should lead by example. Through these role models, children can directly observe how the individuals they look up to demonstrate noble cha-

racter.

Physical education is one of the many disciplines in the curriculum designed to help students develop their talents (Arianto et al., 2023). The value of cooperation can be fostered through physical education by encouraging teamwork and group participation in sports. The cooperation and strong bond among team members play a crucial role in the success of team sports. The collaborative nature of sports is expected to be applied to social situations in various contexts. Additionally, discipline is a vital component of the physical education curriculum, related to activities and sports that have set regulations to be followed, it is hoped that the habit of adhering to rules in games and sports will extend to other areas of life. Following the rules is a key indicator of responsibility and discipline.

Physical education can enhance social awareness in various ways, such as encouraging students to assist teachers in preparing learning materials, fostering empathy for injured teammates or opponents, visiting sick friends, organizing social donation drives through sporting events, practicing sportsmanship, and hosting friendly matches. To nurture empathy, compassion, and concern for others' suffering, it is hoped that the social sensitivity developed in sports can be carried over into everyday social interactions (Rahayu, 2013).

This research seeks to examine the effectiveness of physical education in shaping students' character. Specifically, This research seeks to examine whether organized physical activities in physical education play a role in developing character values, including religiosity, discipline, tolerance, responsibility, and collaboration which has traditionally been linked to cognitively oriented subjects like religious studies and civic education.

METHODS

This study seeks to explore the implementation of character education in the modern era through Physical Education subjects for elementary school students.

This study employs a quantitative descriptive approach (Widiyani et al., 2024). According to (Sugiyono, 2017) The purpose of quantitative descriptive techniques is to examine a sample or population, To challenge preconceived notions, the collected data was analyzed statistically using appropriate statistical methods. This study utilizes a survey method by gathering data through questionnaires (Wulan et al., 2024). This study

employs a non-test instrument in the form of a character development questionnaire (BatuBara et al., 2021).

Each questionnaire item is analyzed using a percentage calculation technique based on the following formula (Istiardi, 2021):

$$P = F / N \times 100\%$$

Information :

P : Percentage sought

F : Frequency

n : Number of individuals

The collected data is organized into a frequency distribution following the predetermined formula used in the study. Furthermore, the data is classified into five levels: very good, good, sufficient, poor, and very poor. Once categorized, the analyzed data is then presented in a bar chart.

The study was conducted in 10 public elementary schools in Paringin City, including Elementary School Paringin 1, Elementary School Paringin 2, Elementary School Paringin Timur, Elementary School Gunung Pandau, Elementary School Balida, Elementary School Murung Ilung, Elementary School Danau Banta, Elementary School Mangkayahu, Elementary School Malihu, And Elementary School Lok Batung, located in Paringin District, Balangan Regency, South Kalimantan Province. The research took place in February 2025.

According to (Sugiyono, n.d 2016: 135.), A population refers to a group of individuals or items with specific characteristics chosen by the researcher for analysis and conclusion. The population in this study consisted of 170 fifth-grade students from 10 public elementary schools in Paringin City, Paringin District, Balangan Regency, South Kalimantan Province.

Table 1. List of Class V Students

Gender	Sum
Male	89
Female	81

RESULTS AND DISCUSSION

As a method of character development, physical education is taught in fifth grade at 10 public elementary schools in Paringin City, Paringin District, Balangan Regency, South Kalimantan Province. A questionnaire containing multiple questions is used to gather information on the role of physical education in character development. A percentage calculation was then performed to analyze the questionnaire responses.

The following are the results of analyzing each questionnaire item in relation to the research problem formulation:

Based on a descriptive analysis of physical education as a tool for character development in the Physical Education, Sports, and Health subject for fifth-grade students in 10 public elementary schools in Paringin City, Paringin District, Balangan Regency, South Kalimantan Province, the findings are as follows **Table 2**.

Table 2. Factor Overall

Percent	Category	Frequency	%
80 – 100%	Very good	129	76%
60 – 79%	Good	36	21%
40 – 59%	Enough	5	3%
20 – 39%	Not enough	0	0%
19 – 0%	Very less	0	0%
Amount		170	100%

The bar section in the following graph illustrates character development based on the data presented in the **Table 2**.

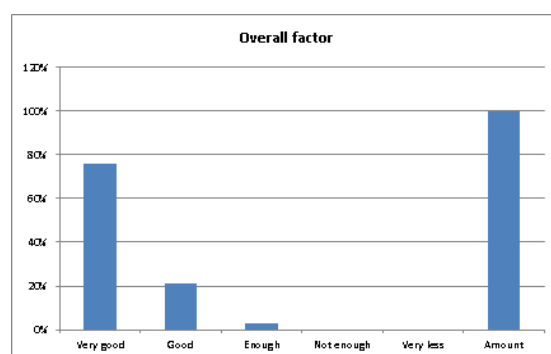


Figure 1. Overall Factor

Character education through physical education learning for fifth-grade students in 10 public elementary schools in Paringin City, Paringin District, Balangan Regency, is categorized as very good (76%), good (21%), enough (3%), not enough (0%), and very less (0%), according to the data presented in the table and figure above. Based on these statistics, the overall character development achieved through physical education learning in 10 public elementary schools in Paringin City, Balangan Regency, falls into the “very good” category. Based on a descriptive analysis of religious factors in character education, it can be observed in **Table 3**.

Table 3. Factor Religious

Percent	Category	Frequency	%
80 – 100%	Very good	110	65%
60 – 79%	Good	53	31%

40 – 59%	Enough	7	4%
20 – 39%	Not enough	0	0%
19 – 0%	Very less	0	0%
Amount		170	100%

The following graph presents a visual representation of character development in the form of a bar chart, based on the data in the **Table 3**.

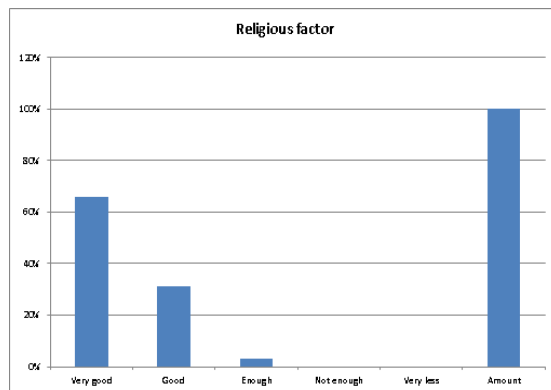


Figure 2. Relegius Factor

According to the **Table 3** and **Figure 2**, fifth-grade students at elementary school 10 Paringin City, Paringin District, Balangan Regency, who received character education through the health service class, were categorized as very good (66%), good (31%), enough (3%), not enough (0%), and very less (0%). Drawing from these statistical data, In general, the religious aspect of character development through physical education classes at elementary school 10 Paringin City, Paringin District, Balangan Regency is rated as “very good”. Based on these statistical data, the religious component in character development through the health service class at elementary school 10 Paringin City, Paringin District, Balangan Regency is generally classified as “very good.” Based on a descriptive analysis of the honesty factor in character education, the results are presented in **Table 4**.

Table 4. Honest Factor

Percent	Category	Frequency	%
80 – 100%	Very good	131	77%
60 – 79%	Good	24	14%
40 – 59%	Enough	14	8%
20 – 39%	Not enough	1	1%
19 – 0%	Very less	0	0%
Amount		170	100%

The visualization of character development can be represented in the following image as a bar chart, based on the **Table 4**.

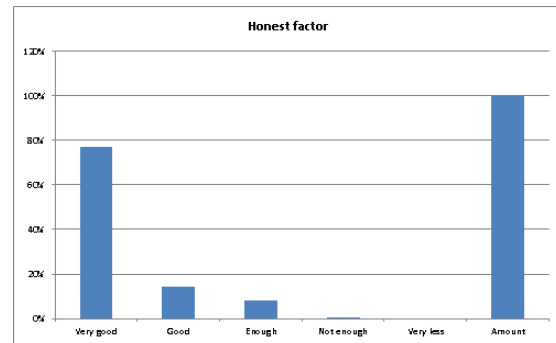


Figure 3. Honest Factor

According to the **Table 4** and **Figure 3** below, fifth-grade students at elementary school 10 Paringin City, Paringin District, Balangan Regency, who received character education through the health care class, were categorized as very good (77%), good (14%), enough (8%), not enough (1%), and very less (0%). Overall, the honesty element in character development through physical education lessons at elementary school 10 Paringin City, Paringin District, Balangan Regency, is classified as “very good” according to these statistics. A descriptive analysis of the tolerance factors in character education is presented in **Table 5**.

Table 5. Tolerance Factor

Percent	Category	Frequency	%
80 – 100%	Very good	119	70%
60 – 79%	good	42	25%
40 – 59%	Enough	9	5%
20 – 39%	Not enough	0	0%
19 – 0%	Very less	0	0%
Amount		170	100%

Based on the **Table 5**, an overview of character development can be illustrated through a bar chart in the following **Figure 4**.

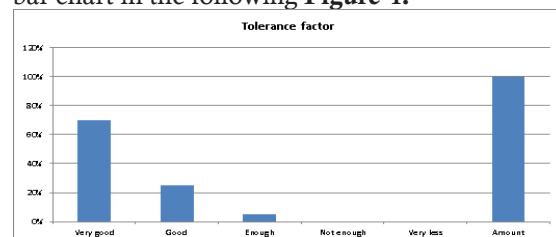


Figure 4. Tolerance Factor

From the **Table 5** and **Figure 4**, it is evident that fifth-grade students at elementary school 10 Paringin City, Paringin District, Balangan Regency, receive character education through physical education, categorized as very good (70%), good (25%), enough (5%), not enough (0%), and very less (0%). Based on the statistical data above, fifth-grade students at elementary school 10 Paringin District, Balangan Regency, demonstrate a toler-

ance factor for character development through physical education that falls into the “very good” category. Based on the descriptive analysis of discipline factors in character education, the details are presented in **Table 5**.

Table 6. Disciplinary Factor

Percent	Category	Frequency	%
80 – 100%	Very good	124	73%
60 – 79%	Good	34	20%
40 – 59%	Enough	12	7%
20 – 39%	Not enough	0	0%
19 – 0%	Very less	0	0%
Amount		170	100%

The following graph provides a visual representation of character development in the form of a bar chart, based on the **Table 6**.

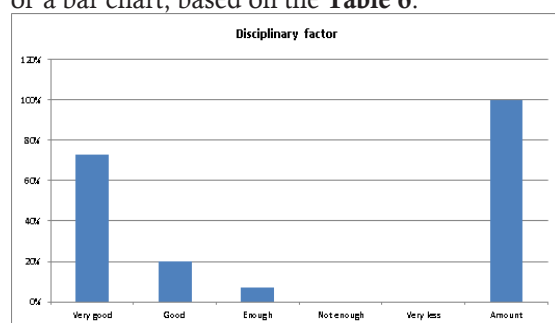


Figure 5. Disciplinary Factor

Based on the **Table 6** and **Figure 5**, the physical education class for fifth-grade students at elementary school 10 Paringin City, Paringin District, Balangan Regency is classified as very good (73%), good (20%), enough (5%), not enough (0%), and very less (0%). This information indicates that, overall, the discipline component in character development through the physical education class at elementary school 10 Paringin City, Paringin District, Balangan Regency falls into the “very good” category. Based on the descriptive analysis of the responsibility factor in character education, the details can be found in **Table 7**.

Table 7. Responsibility Factor

Percent	Category	Frequency	%
80 – 100%	Very good	142	84%
60 – 79%	Good	26	15%
40 – 59%	Enough	2	1%
20 – 39%	Not enough	0	0%
19 – 0%	Very less	0	0%
Amount		170	100%

The following image illustrates character development as a bar chart, based on the **Table 7**.

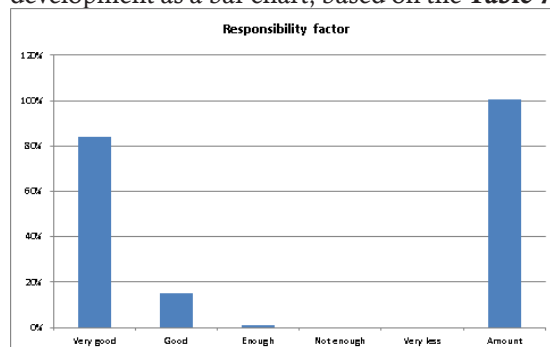


Figure 6. Responsibility Factor

Based on the **Table 7** and **Figure 6**, fifth-grade students at elementary school 10 Paringin City, Paringin District, Balangan Regency, who received character education through the health service class, were categorized as very good (84%), good (15%), enough (1%), not enough (0%), and very less (0%). Based on statistical data, the responsibility component in the health care class at elementary school 10 Paringin City, Paringin District, Balangan Regency is overall classified as “very good.”

Based on the research results, the development of children’s character in elementary schools in Paringin City is significantly influenced by physical education. Based on the collected data, character traits such as religiosity, honesty, tolerance, discipline, and responsibility fall within the range of “very good” to “good.” This research demonstrates that physical education serves as a powerful tool for character development, beyond merely promoting physical exercise.

This finding strengthens (Sukadiyanto, 2012), this emphasizes that physical education encompasses cognitive, affective, and psychomotor aspects, all of which contribute to the educational process holistically. This result is also consistent with the research conducted by (Aanada Muhamad Tri Utama, 2022), who discovered that physical education in elementary schools plays a role in shaping students’ character, particularly in the aspects of cooperation and discipline. This research also reinforces the study conducted by (Hayati, 2023), who emphasized that character education can be developed through various subjects, including Islamic Religious Education. The similarity between these two studies lies in their emphasis on value-based learning implemented within the context of formal education.

However, the findings of this study challenge the notion that character education can only be acquired through cognitive-based subjects

like Religious Education or Civic Education. Physical education has also been proven effective in fostering character development through structured physical activities. As mentioned by (Mulya, 2018), Physical education not only enhances physical fitness but also helps in shaping students' character by promoting values like discipline, teamwork, and sportsmanship through focused activities.

A new aspect introduced in this study is the broader sample coverage, which includes 10 elementary schools in Paringin City. As a result, the findings of this study provide a more comprehensive understanding of the role of physical education in character development. The primary contribution of this study is to assist educators in understanding the significance of physical education as a means of character development. The results of this study can assist educators and schools in developing more effective teaching strategies to maximize the advantages of physical education in shaping both students' character and physical abilities.

This study employs a quantitative approach without considering other factors that might influence character formation. This study employs a quantitative approach without taking into account other factors that might influence character formation, such as the role of the family and the social environment. The in-depth explanation of character value internalization in the physical education learning process is limited due to the constraints of the methods used in this study.

This study positively contributes to the field of education, Especially in shaping the community's understanding that physical education goes beyond just sports, but also plays a significant role in shaping students' character. Hence, educational policies should highlight the significance of physical education as an essential aspect of value-based learning in elementary schools.

Practically, schools can enhance physical education programs by integrating character-building elements more explicitly. Teachers can also implement more innovative teaching methods to make physical education more effective in instilling character values in students.

CONCLUSION

Based on the study's results, Physical education has a significant impact on the personal development of children in elementary schools in Paringin City. These findings align with previous research and provide a fresh perspective on

physical education as a tool for instilling moral values. Nevertheless, Further studies are required to thoroughly investigate other factors that may influence the effectiveness of physical education in character development.

The recommendations that the researcher can provide are as follows, Physical education teachers are encouraged to implement more innovative teaching methods to enhance the effectiveness of character education, Educators should strive to establish a warm and supportive learning environment. This can be accomplished by presenting fresh ideas to students and emphasizing that physical education instruction goes beyond physical exercise, serving as a key factor in character development.

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