



Strengthening the Character Profile of Pancasila Students through Physical Education Learning

Qisthina Khoerunnisa Safwah¹, Tedi Supriyadi^{2✉}, Muhammad Nur Alif³

Physical Education of Elementary Teacher Program, Universitas Pendidikan Indonesia, Bandung, Indonesia¹²³

Article History

Received May 2024

Accepted June 2024

Published Vol.13 No.(2) 2024

Keywords:

Character; Physical Education; Pancasila Student Profile

Abstract

This study aims to analyze how the success of physical education in strengthening aspects of the Pancasila learner profile towards student character building in one of the elementary schools in Bandung district, West Java. This research uses descriptive qualitative research method with case study design. Participants in this study were Physical Education teachers and grade 5 students. data collection through observation, interviews, and documentation. Data analysis used by researchers is data reduction, data presentation, and data verification. The results showed that physical education learning in one of the elementary schools in Bandung district, West Java had implemented the six aspects of the Pancasila learner profile, namely faith and devotion to God Almighty and noble character, global diversity, independence, mutual cooperation, critical reasoning, and creativity very well. The conclusion in this study shows that the Pancasila learner profile has been successfully implemented in learning PE material for short distance running. All aspects are in line with the results of interviews with physical education teachers and the results of observations of 5th grade students.

How to Cite

Safwah, Q. K., Supriyadi, T., & Alif, M. N. (2024). Strengthening the Character Profile of Pancasila Students through Physical Education Learning. *Journal of Physical Education, Sport, Health and Recreation*, 13 (2), 290-294.

© 2024 Universitas Negeri Semarang

✉ Correspondence address :
E-mail : : tedisupriyadi@upi.edu

INTRODUCTION

The character of the nation's children is currently experiencing a moral crisis, especially early childhood. The number of students who have not been able to reflect their character well, especially in the school environment. One of the main causes of weakening character in education is the current educational paradigm that emphasizes IQ ability rather than emotional ability (Muhtar et al., 2019). (Muhtar et al., 2019). This requires a balance between cognitive and affective abilities. (Retnawati et al., 2018) Character building is very important for students because the impact of failing to instill character education at an early age will form a bad person as an adult.

Character education is a learning process that aims to form the next generation of the nation who are intelligent, have skills, have good morals, and achieve sufficient maturity to face life. It can also be referred to as value, moral, or character education because the focus is on aspects related to individual traits (Intani et al., n.d.)

In Law No.20/2003 on the National Education System, states: "education is a conscious and planned effort aimed at realizing a learning atmosphere and learning process so that students actively develop their potential so that they have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and State." Education is not only useful for instilling knowledge, but also for improving students' character. Education is not only useful for instilling knowledge, but also for improving student character.

character education should be a major concern because character is a basic right and human right that must be instilled in individuals from an early age. character education is educating our heads, hearts, and guts. (Fitzgerald, 2023) instilling character education in individuals aims to make them have an awareness of the importance of having moral values and also goodness in order to always do and apply good deeds in their lives throughout the day (Widiatmaka et al., 2015). (Widiatmaka et al., 2023).

Strengthening character is an effort to develop a strong character. Therefore, every school needs to have a learning program based on strengthening character in every learning activity. (Muhtar & Dallyono, 2020). In Indonesia, character education has been included in the curriculum at every level of education, so that through formal education, students are expected to become individuals with character in accordance with the values of Pancasila. (Daryanes et al., n.d.). There

are six aspects contained in the Pancasila student profile, namely Believing in God Almighty and having noble character, Global Diversity, Gotong Royong, Mandiri, Critical Reasoning, and Creative. Then the aspects of the Pancasila student profile are implemented into PE learning.

Physical Education is one of the subjects that must be taken seriously because the PE material includes lessons about creativity, discipline, cooperation, and education for a healthy lifestyle in the context of developing cognitive, affective, mental, moral, and emotional skills. (Mulia et al., 2023). In this learning process, physical education is a teaching method that also contributes to improving student performance in meeting national education goals. Thus, education must be carried out in earnest (Supriyadi, 2018). To improve the quality of physical education and help students achieve their goals, physical education teachers who have competencies that will help students achieve success in learning are needed. (Suherman et al., 2019)..

The results of studies on character education have been widely researched in various countries such as research by (Birhan et al., 2021) conducted a study on Exploring the Context of Teaching Character Education to Children in Preschool and Primary Schools in the country of Ethiopia. This study used a mixed design, namely qualitative and quantitative data. Preschool and primary school teachers as well as parents, principals, and school supervisors participated in the study. A total of 531 participants (250 preschool teachers, 250 parents or caregivers, 25 principals and 6 supervisors) were involved in the study. The results showed that to explore the content of children's character and moral education and the pedagogy or approach taken by parents and teachers.

Research by (Trujillo-Torres et al., 2020) conducted a study on Information Literacy Development in Early Childhood Education Teachers A Study from the Perspective of the Character of Education Centers in the Spanish State. This study uses descriptive and inferential quantitative designs. The results of this study show that teachers are at a time when they are acquiring knowledge to be able to play an optimal role in digital society both now and in the future. Undoubtedly, despite the limitations of the sample size, this study has enormous relevance as it emphasizes the development of the information literacy area as a pillar on which the development of digital competencies of teaching staff is based. This research has also tried to make a first approximation to analyze the comparison between different educational

centers on information literacy. In this case, there is no significant difference in the development of this area in teaching staff based on the nature of their education center. However, through a deeper examination, it was found that the nature of the school can predict the development of some skills related to the information area.

Research by (Jeynes, 2019) conducted a study on Meta-Analysis of the Relationship Between Character Education and Student Achievement and Behavioral Outcomes in the United States. The analysis approach was used as a method in this study. The results showed that teachers and students were asked to look again at the potential of character education. in the process of conducting a more thorough investigation of this topic, a broader implementation of character education is needed. Three benefits are derived from character learning. First, by implementing more character-based learning activities, schools and the general public will become more involved in various ways. Second, once this is achieved, further studies on moral teaching will be facilitated. Thirdly, contemporary schools will act more consistently with strategies known to have benefited schools and society for over 2,000 years. The results of this meta-analysis make it difficult to argue against teaching love, compassion, responsibility, honesty and integrity in schools.

In response to previous research, this study focused on strengthening the character of the Pancasila student profile through PE learning. Therefore, this research can be used as a guideline for teachers in implementing the character of the Pancasila student profile through physical education learning in elementary schools.

METHODS

This research uses descriptive qualitative research methods with a case study design. The purpose of qualitative research is to gain an understanding of human and social issues, including how subjects are affected by the environment and how this affects their own lives. (Rijal Fadli, 2021). The subjects in this study were physical education teachers and 5th grade students. The research location is in elementary schools in Bandung Regency, West Java. Data collection techniques are interviews, observation, and documentation. Data analysis consists of data reduction, data presentation, and conclusion drawing.

The data analysis technique can be described in the following form **Figure 1**.

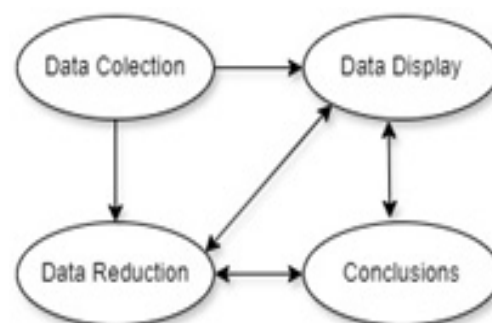


Figure 1. Data Analysis Technique.

RESULTS AND DISCUSSION

These results and discussions are to answer the problems in the research and describe the findings to refine existing theories or create new theories. This research was conducted on April 18, 2024 at an elementary school in Bandung Regency, West Java. The participants in this study were physical education teachers and 5th grade students totaling 48 people. Based on the findings during interviews with research subjects, namely physical education teachers and observation data regarding observations on activities to strengthen the character profile of Pancasila students through PE learning with short-term running material. It was found that this was in accordance with the profile of Pancasila students.

Table 1. Data from interviews and observations of strengthening the character of the Pancasila student profile through learning

Student profile of Pancasila	Research Results
Have Faith, Piety, and Noble Character	This aspect has been implemented before starting learning and after learning is complete, seen when students pray led by the physical education teacher. And representatives from one male student and one female student.
Working together	In PE learning activities, this aspect has been implemented. It can be seen when students work together to tidy up the equipment both before and after learning, then students clean the surrounding field after finishing the lesson.
Independent Critical Reasoning	The independent aspect has been implemented into PE learning. It can be seen when each student does the short run test well.

Creative	The Critical Reasoning aspect has been implemented into PE learning, as students try to think of ways to do a short run as quickly as possible. Creative Aspect has been implemented into PE learning. It can be seen when the lack of cones to do short runs, students replace them with shoes as a sign of the start.
Global Diversity	The aspect of Global Diversity has been implemented in PE learning. It can be seen when students have knowledge about traditional games and students can sing national songs.

Data from observations and interviews were then analyzed by researchers and matched with indicators of the Pancasila student profile. The character of the Pancasila student profile is implemented during physical education learning with short-term running material.

This activity begins when students enter the field to carry out physical education learning activities, all students are instructed to line up neatly by the teacher. After all lined up neatly, the teacher appointed one male student and one female student to lead the prayer before doing learning activities. Then, the teacher checks attendance and continues with static and dynamic warm-ups. While students are warming up, the teacher prepares cones for the continuity of learning activities.

Furthermore, the teacher provided material about short distance running and modeled the activity which was then practiced by students in turn with six people per session. When this practice was carried out by students, it was seen that when there was a shortage of one cones, students quickly replaced it with shoes as a sign of the start so that the activity continued smoothly. After all students practiced the short distance running, the teacher invited the students to rest for five minutes. After the break ended, the teacher called the students according to their attendance to do a short distance running test as fast as possible from cones one to cones two, then back again to cones one. The activity is counted using a stopwatch by students who do not do short distance running. The activity is carried out alternately until all students do the test.

After the test is completed, the teacher invites students to do anything as long as it is still in physical education activities, seen male students playing soccer games and female students playing traditional games until the learning time ends.

after the learning time is almost over, the teacher reassembles all students to evaluate today's learning, after which the students are instructed to clean around the field to make it clean again. Then the students lined up neatly for cooling down and closing prayer.

Strengthening the character of the Pancasila student profile applied in physical education learning short distance running material is in accordance with the six values of the Pancasila student profile. Teachers become the main role as role models for their students. Being a teacher who has patience in instilling character values, students also have the ability to have good character. (Sulastri et al., 2022).

CONCLUSION

Based on the focus of this research, namely strengthening character in accordance with the Pancasila student profile through Physical Education short distance running material in elementary schools in Bandung district, West Java. From the results of observations and interviews conducted by researchers, grade 5 students have shown significant character towards the Pancasila student profile. Based on the results of the analysis, the researcher identifies the conclusion that when physical education learning activities begin until the end of physical education learning that the implementation of aspects of the Pancasila learner profile, namely, Believing in God Almighty and having Noble Morals, Working together, Independent, Critical Reasoning, Creative, and Global Diversity.

REFERENCES

- Birhan, W., Shiferaw, G., Amsalu, A., Tamiru, M., & Tiruye, H. (2021). Exploring the context of teaching character education to children in preprimary and primary schools. *Social Sciences and Humanities Open*, 4(1). <https://doi.org/10.1016/j.ssaho.2021.100171>
- Daryanes, F., Zulaini, E., Putri, I. M., Syamsurizal, M., Widiyawati, S., & Amalina, S. (n.d.). Analysis Of Character Education Based On Religious Education In The Modern Era In Langgam Village, Pelalawan Regency, Riau.
- Fitzgerald, C. (2023). Character Development in Higher Education Using Classical Archetypes. *Journal of College and Character*, 24(1), 21-40. <https://doi.org/10.1080/2194587x.2022.2157438>
- Intani, R., Pramasdyahsari, A., Hartini, S., Teacher Profession, P., & Primary School Teacher Education Study, P. (n.d.). Strengthening the Pan-

- casila Student Profile Character in Learning and Habits of Grade III SDN Petompon 2.
- Jeynes, W. H. (2019). A Meta-Analysis on the Relationship Between Character Education and Student Achievement and Behavioral Outcomes. *Education and Urban Society*, 51(1), 33-71. <https://doi.org/10.1177/0013124517747681>
- Muhtar, T., & Dallyono, R. (2020). Character education from the perspectives of elementary school physical education teachers. *Cakrawala Pendidikan*, 39(2), 395-408. <https://doi.org/10.21831/cp.v39i2.30647>
- Muhtar, T., Supriyadi, T., Lengkana, A. S., & Hanifah, S. (2019). Religious characters-based physical education learning in elementary school. *International Journal of Learning, Teaching and Educational Research*, 18(12), 211-239. <https://doi.org/10.26803/ijlter.18.12.13>
- Mulia, S., Amir, N., & Ismail, R. (2023). The Challenges Of Implementing The Physical Education Curriculum In The Physical Education Learning Process In High School. *Journal of Physical Education*, 12(1), 1-5. <http://journal.unnes.ac.id/sju/index.php/peshr>
- Retnawati, H., Apino, E., & Anazifa, R. D. (2018). Impact Of Character Education Implementation: A Goal-Free Evaluation. 76(6).
- Rijal Fadli, M. (2021). Understanding the design of qualitative research methods. 21(1), 33-54. <https://doi.org/10.21831/hum.v21i1>
- Suherman, A., Supriyadi, T., & Cukarso, S. H. I. (2019). Strengthening national character education through physical education: An action research in Indonesia. *International Journal of Learning, Teaching and Educational Research*, 18(11), 125-153. <https://doi.org/10.26803/ijlter.18.11.8>
- Sulastri, S., Syahril, S., Adi, N., & Ermita, E. (2022). Strengthening character education through the Pancasila student profile for teachers in elementary schools. *JRTI (Journal of Indonesian Action Research)*, 7(3), 583. <https://doi.org/10.29210/30032075000>
- Supriyadi, M. (2018). Implementation of the Teaching and Learning Process of Physical Education Sports and Health in Elementary Schools. *Gelanggang Olahraga: Journal of Physical Education and Sports (JPJO)*, 1(2), 64-73. <https://doi.org/10.31539/jpjo.v1i2.136>
- Trujillo-Torres, J. M., Gómez-García, G., Navas-Parejo, M. R., & Soler-Costa, R. (2020). The development of information literacy in early childhood education teachers. A study from the perspective of the education center's character. *Journal of Technology and Science Education*, 10(1), 47-59. <https://doi.org/10.3926/jotse.728>
- Widiatmaka, P., Mujahidah, N., Rahmap, R., & Ari-fudin, A. (2023). Character education through karang taruna to build social character in the digital native generation. *Journal of Character Education*, 14(1), 32-41. <https://doi.org/10.21831/jpka.v14i1.57036>