



Strengthening Character Education for Elementary School Children through Rugby Games

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Abstract

Physical education has a special responsibility to strengthen the character of learners. The game of Rugby is one of the sports that is expected to be able to instill character values that prioritize integrity and solid Cooperation in everything to achieve success. This study explores the strengthening of character education for learners through rugby games. This study used a case study design involving 15 students and 1 physical education teacher in one elementary school in the Sumedang Regency, West Java, Indonesia. Data collection was carried out by distributing questionnaires with short answers followed by semi-structured interviews with 1 participant. This study explores five indicators of strengthening character education: religious character, nationalism character, independent character, mutual aid character, and integrity character. This research contributes to the improvement of character education of students in elementary schools through rugby games. In addition, this research can guide teachers or academics in developing research on students' character within the framework of character education.

How to Cite

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INTRODUCTION

Strengthening Character Education (PPK) in the elementary school environment, as contained in Presidential Regulation No. 87 of 2017, is a phenomenon of the National Movement for Mental Revolution to realize changes in the way of thinking, behaving, and acting for the better (Khotimah, 2019). However, the character value of Integrity and Cooperation needs special attention from educators in strengthening this character, especially in PJOK subjects. Therefore, teachers of any subject, including Physical Education teachers, have the responsibility to strengthen the character of Integrity and Cooperation through physical education learning, one of which is through the sport of Rugby (Sarwita et al., 2022) considering that the sport of Rugby has a character that prioritizes Integrity and solid Cooperation in everything to achieve success (Harahap et al., 2019).

Academics have widely studied some studies on Rugby in various countries. For example, in Malaysia, Syahir et al. (2022) study stated that Rugby is only for fun and playing Rugby because of a passion for the game. As for the study from Seddon. J and Stoszkowski (2018). Stated that character development through the game of Rugby is developing in the UK by having the Primary Rugby League, with a modified format designed to meet children’s motivations in an inclusive, fun, and small-sided game format tiered from U12 to the elite professional level. In addition to the study from Cupples et al. (2021). He stated that there is a rugby league in Australia with a school-based program ranging from U12 to U18. Participating in the school’s rugby league coincides with the structure of other age-specific development pathways. After completing the program, a professional club can contact the school directly to play in the U20 National Team representative in his country.

In response to previous studies, no research has explored the character development of Integrity and Cooperation. Therefore, the focus of this research will explore how learning steps in developing the character of Integrity and Cooperation through the game of Rugby. Thus this research will answer one research question about how to strengthen the character education of primary school children through the game of Rugby. This study explores the strengthening of character education for learners through rugby games.

METHODS

This study uses qualitative methods with a case study research design because this case study research design has the advantage of being a study that can be carried out by direct observation and interviews openly and closed with details about the subject to be studied. (Cohen, Louis, Manion, Lawrence, and Marrison, 2018).

Participants in this study were students and teachers from one of the elementary schools in Kabupaten Sumedang. The sample consisted of 15 students who had mastered the basic techniques of the rugby ball game and 1 PJOK teacher who was already an expert in mastering the basic techniques of the rugby ball game. This sampling technique is purposive sampling, where the researcher determines a sample with certain considerations and criteria following the purpose of the study. The consideration is that the sample criteria were chosen because they have mastered the basic techniques of the Rugby ball game.

The 3 stages of this research are the first interview conducted openly and closely, then direct observation of the place to be studied, and documentation in the form of evidence in the field clearly and clearly. (Cohen, Louis, Manion, Lawrence, and Marrison, 2018).



Figure 1. Assessment Procedure

Data collection in this study uses the type of observation and interview because it has the advantage of being able to obtain data directly from respondents. It can make it easier for researchers to get the data that will be needed. (Fraenkel, Jack. R. Wallen, Norman E. Hyun, 2012). Google Form has become a good and easy-to-use survey tool (Allen & Seaman, 2007; Brigham, 2014; Chiu et al., 2016; Lin et al., 2016; Travis, 2010; Widhiarso, 2011). Therefore, research instruments include observation guidelines, interview guidelines, and questionnaires.

As for the observation guidelines in this study, several rubrics adopt from the research of Suherman et al. (2019) as in the following **Table 1**

Table 1. Learner Character Research Instruments

Main Characters	Indicators	Agree	Disagree
Religious	a. Students begin learning by praying and being led by the class leader.		
	b. The class leader invites his classmates to pray according to his beliefs.		
	c. Students follow the student leader's instruction in praying.		
	d. Students pray in an orderly manner.		
	e. Students dress neatly and cleanly.		
	f. The class leader checks the cleanliness and neatness of the classmates' uniforms and nails.		
	g. The class leader takes the lead and asks to clean the learning site.		
Nationalist	a. A good attempt to understand the given example of the sports movement.		
	b. Students help teammates to play in a game.		
	c. Students follow the learning in a cheerful atmosphere.		
Self-sufficient	a. Students participate in physical activity according to their maximum ability.		
	b. The students arrived on the field on time.		
	c. The students follow the teacher's orders and respect the game's rules and traditions.		
	d. Have the courage to express opinions in learning activities.		
	e. Think critically in understanding instruction in learning activities.		
	f. Discipline in managing time.		
	g. Discipline in the dress.		
Mutual Aid	h. Discipline in maintaining cleanliness.		
	a. Able to work with teammates in doing Rugby games.		
	b. Supporting teammates in rugby play.		
Integrity	a. Acknowledging mistakes made to be himself.		
	b. Appreciating a win or loss in a game.		
	c. Respect for opponents and officials in a game.		
	d. Be serious in practice.		
	e. Trying to do your best in learning.		
	f. Comply with the rules that apply in the game of Rugby.		
	g. Be bold in making decisions.		
	h. Dare to compete in a game of Rugby.		
	i. Willing to Sacrifice for yourself and the team in a game done.		

RESULTS AND DISCUSSION

Based on the methodology, the results of interviews and observations of this study produced five main indicators. These indicators present the character of religion, nationalism, independence, mutual aid, and integrity. **Figure 2** shows the results of student character achievements that have been carried out on strengthening student character education through rugby games. The religious character gained 89%, the nationalism character 84%, the independent character 83%, the mutual aid character 90%, and the integrity character 86%.

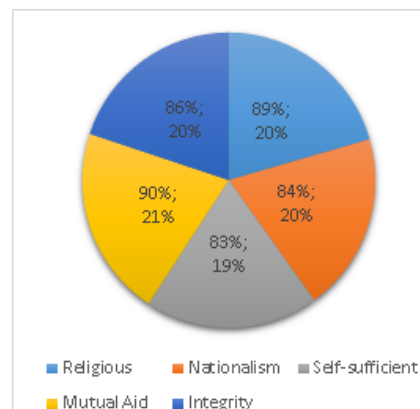


Figure 2. Percentage of Learners' Character Through Rugby Games

Religious Character

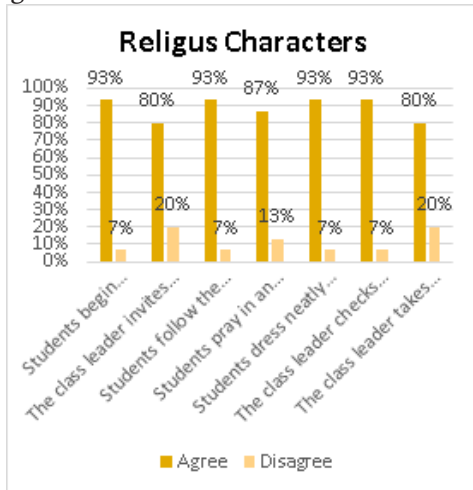


Figure 3. Percentage of Religious Characters Through Rugby Games

Religion is described as obedience to the teachings of one religion, tolerance for the worship of other religions, and harmony with followers of other religions (Kemendiknas, 2010). In the concept of strengthening character, religion is described as an attitude that reflects faith in God Almighty which is shown by having faith and behaving piously, cleanly, tolerantly, and loving the environment (Kemendikbud, 2017). Culturing religious character in health care cannot be separated from the learning model because it is closely related to teaching and learning styles (Muhtar et al., 2019; Suherman et al., 2019). This research shows that religious character through rugby play gained 89%. Figure 3 shows the per-item percentage in the religious character indicator.

Nationalism Character

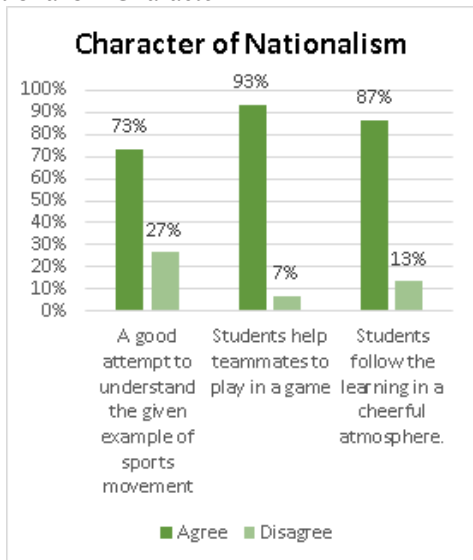


Figure 4. Percentage of Nationalist Character Through Rugby Games

A nationalist character is a way of thinking, behaving, and doing that shows loyalty, care, and a high appreciation of the nation's language and physical, social, cultural, economic, and political environment, placing the interests of the nation and state above the interests of the self and its group. Meanwhile, nationalist sub-values include an appreciation of the nation's own culture, maintaining the nation's cultural wealth, being willing to sacrifice, excel and excel, loving the homeland, maintaining the environment, that law, Discipline, Respect for cultural, tribal, and religious diversity (Bakar et al., 2018; Ministry of Education and Culture, 2016). This research shows the character of nationalism through rugby play gained 84%. Figure 4 shows the per-item percentage in the nationalism character indicator.

Independent Character

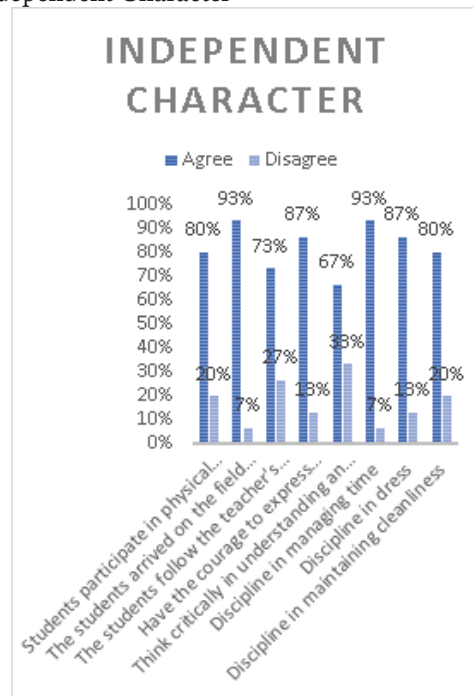


Figure 5. Percentage of Independent Characters Through Rugby Games

Independent character is one component that shapes social life skills or basic abilities that students must have to adjust to their social environment (Rosilia & Murdiah, 2020). Independent character in students can be seen if the student can take the initiative, with or without the help of others, in determining learning activities, formulating learning objectives, knowing learning resources, and controlling the learning process himself (Sundayana, 2016). This research shows that independent characters through rugby play gained 83%. Figure 5 shows the per-item percentage in the character indicator of nationalism.

The Character of Mutual Cooperation



Figure 6. Percentage of Mutual Aid Characters Through Rugby Games

The character of Cooperation is the main character that needs to be instilled in students (Haryono, 2020; Leonard & Nwanekezi, 2018). The character of mutual aid is very important for every student at the elementary school level (Kamid et al., 2021). Collaboration between students to control emotions, foster scientific attitudes, and impact maximum learning outcomes (Daulay et al., 2019; Khan & Masood, 2015). This research shows that the character of mutual aid through rugby play has gained 90%. **Figure 6** shows the percentage per item in the mutual aid character indicator.

Character Integrity

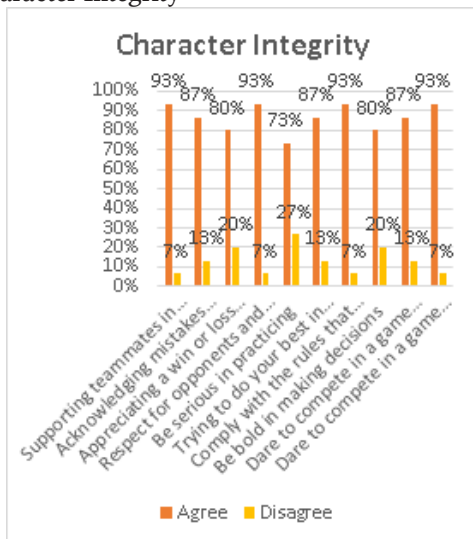


Figure 7. Percentage of Character Integrity Through Rugby Games

We must continue to preserve the honesty or integrity of the old culture that we have lived for many years (Karyono et al., 2019). Integ-

...rity has become one of the ten most important character-building virtues (Lickona, 2012). Integrity is behavior based on efforts to make someone who can always be trusted in words and deeds and has a commitment and loyalty to the values and morals of humanity (moral integrity). This study shows that the character of integrity through the game of Rugby obtained 86% **Figure 7** shows the percentage per item in the integrity character indicator.

Physical education is closely related to the cultivation of religious character. For example, the prayer movement contains deep meaning for physical education as the movement has a character spirit implemented in the physical education movement but has an instillation in religious character (Ahsanulhaq, 2019). In this case, it is strongly felt that the connection between the values of religious character and the values contained in Physical Education. The prayer movement has very meaningful benefits for ourselves and Health for the body, which is related to the motto Physical education, which reads "men sana in sano corpore," which means "In a healthy soul there is a strong soul" and also a motto that reads "sport build character" which means "sport to build character" (Muhtar et al., 2019). From the statement of the motto, it is very clear that physical education is very close to cultivating character values, especially religious ones.

Religious character in Physical education is mainly in the learning material of the game of Rugby, especially in the beginning of learning before starting the activities that will take place, always instilling the habit of praying together. It illustrates that the game of Rugby does not always compete for a victory and a defeat. Still, more than that, it means always instilling religious values in every meeting. That movement produced a deep meaning for Health and wellness, which means that the endeavor in holiness is to maintain the Health and fitness of our bodies, which means that such Physical education is part of the form of righteousness to the commands of a god carried out by his created beings using love yourself to avoid some diseases by paying attention to a nutritious and balanced diet. (Sasmariato et al., 2021).

Not only about the religious character displayed, but there is a relationship with the value of nationalist character reflected before learning physical education, namely by singing the song "Indonesia Raya" to stir up the spirit of nationality and patriotic spirit towards the Indonesian nation. (Sasmariato et al., 2021). It shows

that the cultivation of nationalist character values in students can be implemented through habituations carried out continuously with the guidance of physical education teachers to students so that it becomes a good habit for the development of children's nationalist character and spirit towards the nation and state. The purpose of physical education is not only about sports for the body but also has a very noble goal for the formation of a nationalist character that will be useful for children's lives after completing education in elementary school as part of a society that understands the importance of the nationalist spirit as self-integrity in adjusting to the times (Rachmadyanti, 2017).

With the importance of having a nationalist spirit contained in the child along with the development of this era, it is related to the value of the independent character that is implemented through learning Physical education by making the child accustomed to an independent attitude during ongoing on- and off-field learning. That way, children can carry out their independence values and Discipline upon arrival during learning. Students carry out physical education at the time of learning. (Atika et al., 2019). The material presented in the form of Rugby games is packaged in the form of physical education learning so that students can play an independent role when the game is actively carried out, participate in everything in the form of a game that is designed and with the independent attitude of the student who is used to discipline, the student will obey the rules made in the form of a game during the implementation of learning Physical education which is inseparable from the direction of the teacher Physical education, and the cultivation of independent character makes children more disciplined in its implementation during learning (Oktari & Kosasih, 2019).

As for its implementation in students during the implementation of physical education learning, both in the cultivation of independent character values and being able to actively participate in learning, Physical education makes it easier for physical education teachers to help when planting the character values of Cooperation is formed in Cooperation in games. (Haryati, 2017). The collaboration grows When students play a game of Rugby during the hours of sports subjects that are cheerfully packaged so that children can enjoy the game of Rugby with a sense of joy and joy. Then they are divided into their respective groups determined by the physical education teacher. Through these groups, the child can work with each other, helping each ot-

her achieve common goals. The physical education teacher designed the game. The lower class or high class adapted to it. It was wrapped up by prioritizing the character values contained in the game itself, specifically the character value of Cooperation through the game of Rugby (Moghtaderi et al., 2020).

Through character values, Cooperation in the game of Rugby itself produces additional value for students, namely the value of character Integrity when playing games with their friends. They can respect their colleagues who have different opinions, avoid selfishness in students, and teachers can be facilitators and motivators in instilling students' honesty through existing regulations created and determined to create individuals who adhere to the rules of the game well. (Agustini, 2020). Honesty in the game can also work for students in the community. When they have graduated from elementary school, the value of integrity can be implemented in students after graduating from their respective schools. So from the reinforcement of character, integrity is valued in physical education learning through rugby games.

That way, from the discussion above about the character education of students in physical education, learning can be done in various ways, one of which is through rugby games which include character values such as religious character values, nationalism character values, independent character values, mutual aid character values, and integrity character values when the game takes place in its implementation (Judiani, 2010). It can help physical education teachers in efforts to develop the character of learners to improve character students in elementary school in learning Physical education through games that make children happy and happy. So that the values contained can be reflected directly in a game that he plays at learning time.

Based on the discussion above, character education is education that develops the character values of students so that they have values and character as their character, apply these values in their lives as members of society and citizens who have religious values, nationalism, independence, Cooperation, and integrity and implementation its in society (Putry, 2019). Furthermore, the values of character education are expected to be developed as a form of real character. Therefore, the five indicators of character values can help physical education teachers in learning physical education in elementary schools in strengthening character education in these students. Therefore, its relationship is very close to character educa-

tion with learning. Physical education through rugby games will be integrated into meaningful life values in helping students to grow and develop as a whole and become citizens who benefit the nation and their lives in society (Hidayah, 2015). Thus, character education in students in elementary schools is the main thing that is fundamental in efforts to strengthen character education, especially in physical education subjects implemented through rugby games (Galuh Nur Insani, s DinieAnggraeni Dewi, 2021).

CONCLUSION

This study concluded that religious indicators had reached a number that shows 89%, as for the components that affect the value of religious character, namely praying before starting learning activities for students in elementary school and Discipline in maintaining the cleanliness of clothes and the surrounding environment. Furthermore, the indicator of nationalism has reached a figure of as much as 84%. The component that affects the character value of nationalism is that students help their teammates in a game. That way, it shows a patriotic spirit in the character of students in a game, strengthening children's character education through rugby games. After that, there is an independent indicator that has reached a figure that shows 83%. As for the components that affect the value of independent character, students are disciplined in managing time and arriving on time during physical education learning in elementary school.

Furthermore, the mutual aid indicator has reached a figure that shows 90%. The components that affect the character value of mutual Cooperation are supporting teammates and working together with one team in a game. After the integrity indicator has reached a number that shows 86%, the component that affects the character value of integrity, namely respecting the opponent and officials in a game, obeying the rules that apply in a game, and being willing to sacrifice for yourself and the team in a game. The achievements obtained from these five indicators show that the learning process of physical education integrity with character education produces a conducive and effective learning climate because learning is centered on students and helps in the achievement of learning objectives. Thus, strengthening the character education of elementary school children through rugby games is fundamental and strategic to build the nation's identity in facing the challenges of globalization.

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