



Journal of Physical Education for Secondary Schools

Journal homepage: <https://ejournal.upi.edu/index.php/JPESS>



Implementation of Strengthening Character Education in Physical Education

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ABSTRACT

The purpose of this study was to determine whether there is a relationship between cooperative learning models and the amount of active learning time in physical education. This research used descriptive quantitative method with simple correlation type. The population of this study were XII grade students of Cimanggung High School (SMA) with 360 students. By sampling with simple random sampling technique, the number of research samples needed is 78 students. The data analysis technique used in this study uses Pearson product moment correlation (PPM) to determine whether there is a relationship between the cooperative learning model and the amount of active learning time in physical education. Based on the results of data analysis and processing, the relationship between cooperative learning models and the amount of active learning time obtained sig value = $0.00 < 0.05$ money means H_0 is accepted or there is a significant relationship between cooperative learning models and active learning time. The results of the analysis are proven by the acquisition of the correlation coefficient (r) of 0.629 and the coefficient of determination of $r^2 \times 100\%$ ($0.629^2 \times 100\%$). This shows that the coefficient of determination is 39.5%.

ARTICLE INFO

Article History:

Submitted/Received 30 Jun 2021

First Revised 20 Jul 2021

Accepted 01 Aug 2021

First Available online 03 Aug 2021

Publication Date 01 Oct 2021

Keyword:

Character, Education, Physical
Education, Strengthening

1. INTRODUCTION

The word actuating or execution is a translation of the English word actuating. The word actuating itself is not native to English but comes from Latin, which means to move or encourage to move. G.R. (Dakhi, 2016) defines Actuating as setting all members of the group to want to achieve and strive to achieve the objective willingly and keeping with the managerial planning and organizing efforts. And strive to achieve goals sincerely and in harmony with the planning and organizing efforts of the leadership. The implementation of physical education learning includes the implementation of strengthening character education. The teacher interacts with students with his body language, voice, and examples of movements that are carried out for students to follow, indirectly educating students' character. In implementing physical education learning, students are allowed to do exercises to learn one movement or one of the basic techniques repeatedly and continuously until they have mastered the skill. Continuous repetition and maybe some students find it difficult and cannot master the material well even though they have worked hard. Still, behind that, there is character value education that is very useful for students.

Learning physical education teachers use various methods, styles, approaches, models, and strategies to make the material taught readily accepted by students well and use multiple techniques to generate motivation and passion for learning to arouse student enthusiasm in learning physical education. When students are motivated and enthusiastic in physical education learning, they already have an upbeat personality or character in physical education learning. The teacher designs the learning process from the introduction, core learning to closing with various activities. Preliminary activities consist of praying, greeting, warming up, and praying aims to make students accustomed to always praying and remembering the creator. Prayer shows that we are weak and everything is only the creator who provides help. Giving greetings aims to make students always get used to giving greetings. The greeting also contains a prayer to provide safety for all, both to teachers, fellow students, and others, when they meet—warming up aims to get students used to it before doing physical activity to warm up. This warm-up is to prepare physically to do the work to be done to work well and avoid injury. Based on this background, the research question is how to strengthen character education in physical education learning at SMPN 36 Bandung City, SMPN 1 Cimahi City, and SMPN 3 Ngamprah West Bandung Regency.

2. METHODS

This research is qualitative. The research used is descriptive qualitative research. Descriptive qualitative research is in the form of research using case study methods or approaches (case studies). This research is self-intensive research on one particular object, which is studied as a case. Case study data can be obtained from all parties concerned. In other words in this study was collected from various sources. Case study research will lack depth if it only focuses on a specific phrase or one particular aspect before obtaining an overview of the case. On the other hand, a case study will lose its meaning if it is only to get a general picture without finding specific aspects that need to be studied intensively and in-depth. A good case study must be carried out directly in

real life of the available cases. However, case study data can be obtained from the subjects studied and from all parties who know and know the issues well. In other words, the data in case studies can be obtained from various sources but are limited in the cases to be studied.

Participants

The main research subjects were physical education teachers, and supporting subjects were principals, vice principals, and education staff at SMPN 36 Bandung City, SMPN 1 Cimahi City, and SMPN 3 Ngamprah West Bandung Regency.

Instrument

The qualitative research instrument is the researcher himself. Research must record data in the form of behavior or appearance of data sources because it must be registered in writing without including interpretations, opinions, and views. The qualitative research instrument is the researcher himself with the help of other instruments, namely interview guidelines, observation. Researchers are the main instrument because only researchers can act as existing tools and are responsive to reality. After all, they are complex. Armed with initial information, the researchers conducted in-depth observations through interviews with the children's parents and made observations for children who have difficulty learning to read and write early. Researchers are planners, data collection, analysis, data interpreters, researchers are reporting research results. Understanding the right research instrument or tool is appropriate because it becomes everything and the whole research process. The research instrument is intended as a data collection tool. The general characteristics of humans as instruments include responsiveness, adaptability, emphasizing wholeness, basing themselves on knowledge, processing and summarizing, and taking advantage of unusual or distinctive opportunities. (1) Responsive: humans as instruments are responsive to the environment and to the individuals who create the environment. Humans are interactive with people and their environment. (2) Adaptation: humans as instruments can almost unlimitedly adapt to the circumstances and situations of data collection. (3) Emphasizing wholeness: humans as instruments utilize their imagination and creativity and see the world as a whole, as a continuous context in which they see themselves and their lives as authentic, accurate, and meaningful. (4) Based on the expansion of knowledge, the researcher performs its function as a data collector using various methods. Humans as research instruments can expand and improve that knowledge based on practical experience. (5) Processing data as soon as possible: the human ability as an instrument is to process data as soon as it is obtained, rearrange it. (6) Take advantage of the opportunity to clarify and summarize: humans as instruments can explain something that the subject does not understand. (7) Take advantage of the opportunity to seek unusual and idiosyncratic responses: humans as instruments also can dig up information that is different from other sources, not planned initially, unexpected or unusual. Such abilities are helpful for new knowledge.

Data analysis

Descriptive qualitative research uses data analysis, namely: (1) Induction Theory Researchers must focus their attention on data in the field so that everything about theory related to research becomes unimportant. Data will be essential, while theory will be built based on data findings in the area. Data is everything that can solve all research problems. The researcher's position is to explore the data. If the researcher by chance already has a theoretical understanding of the data to be studied, the theory-making process must be carried out. Researchers believe that data must first be obtained to reveal the mystery of research, and new theories will be reviewed when all data has been received. (2) Data reduction Data analysis in research takes place simultaneously with the data collection process. Among them are data reduction, data presentation, and verification. However, these three stages take place simultaneously. This data analysis is described as follows:

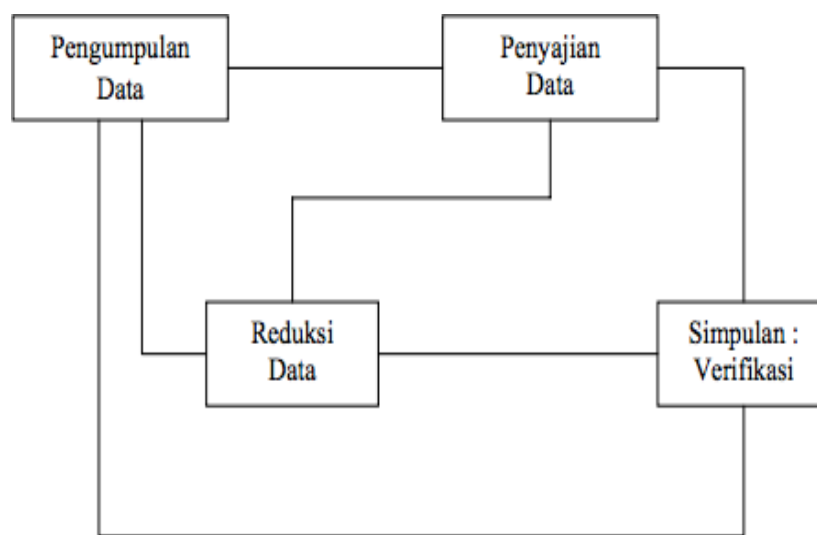


Figure 1. Data Analysis Proses

3. RESULTS

Learning Outcomes of Strengthening Character Education at SMPN 36 Bandung City

The implementation of the teaching and learning process begins by providing theoretical material in class. Giving material in this class takes approximately 15 minutes to 20 minutes. Why is this initial material presented in style instead of directly in the field before doing sports practice? This aims to make children more straightforward and conceptually understand what to do in the area. In class, the teacher displays material using PowerPoint tools and shows learning videos. Another reason for delivering material in the classroom is by displaying powerpoints and being equipped with learning videos; students are expected to understand the material better to be studied in the field, said the physical education teacher. After the material is delivered in class and understood, the students then go directly to the field. Arriving at the area, students lined up, counted and prayed, for the physical education class, which started in the first hour. At 07.15, they had to sing the Indonesia Raya anthem before beginning the physical education lesson. After praying, then warm-up. The warm-up was led directly by the

students. The initial meeting was led by the teacher—students who show their introduction who are actively involved in basketball extracurriculars and futsal extracurriculars. After the warm-up was deemed sufficient, the new teacher entered to provide the core material presented that day.

The teacher in teaching conveys the material to the students using the command style model. Teachers rarely use approaches or methods other than the commanding style. This command style is considered the easiest and most effective way to control students and provide material. The teacher organizes and instructs student assignments, and students follow and do what the teacher tells them to do in practice. Thus, the control of all students can be appropriately monitored, said the physical education teacher. After finishing the delivery of the material and the students felt it was enough to practice, the teacher opened a question and answer session. Students are allowed to submit questions with the material that has been studied if there are still not understood or other things considered relevant to the material. The beginning of the lesson started with marching, counting, and praying. The end of the study ended with marching, counting, and praying. Line up to check neatness, count to check whether the amount is the same or different from the number at the beginning of the lesson, and pray as a thank you for doing well in sports activities. After the teacher gave some advice and appeals as closing words, the students dispersed and went to class in an orderly manner and did not disturb other studying types.

LEARNING OUTCOMES OF STRENGTHENING CHARACTER EDUCATION AT SMPN 1 CIMAHI

The implementation of physical education learning begins with children from the classroom to the field, gathering and lining up. After a neat line, led by one of his friends, he counted to find out the number of students who attended and took part in physical education lessons that day. The next activity is still led by a friend who prays together based on the beliefs and religions of each student. After praying, then with one command, all students greeted the teacher. After all that, then enter the essential warm-up activity. After finishing leading the warm-up, the student gave a knowledge or invited or handed it over to the teacher. The teacher goes straight to the core learning. In this core learning process, students enter into their respective groups that have previously been divided. This learning model is commonly referred to as the cooperative model. Students in their groups try to learn the material assigned by the teacher together. Among group members, they help each other, motivate each other, correct each other so that each group member can master the material well. If there are difficulties or need an explanation that group members cannot solve, the student can ask questions and ask the teacher for a reason.

After practicing in the core, learning is sufficient, and the children seem to have worked hard so that other factors are also trained, such as physical fitness, the teaching is stopped. The children gather while sitting in a comfortable place. The next activity is

the teacher appoints a group at random to display the exercise results in front of other friends. When friends demonstrate the results of their exercises, students who watch observe and assess the appearance of their friends. When the performance is finished, friends who are watching provide comments and input openly. After completion, if it is considered sufficient and the time is up, then the day's lesson is over. If it is deemed insufficient and there is still time, then there will be performances from other groups. SMPN 1 Cimahi, when doing group division, is by changing the technique in each teaching and learning process. The criteria for becoming a member of the group at one time are based on the order of odd and even attendance numbers, at other times based on the date of birth, and at other times with additional criteria. The purpose of this group division is constantly changing so that each student has been a member of a group with different friends. Each group member is formed, and then among them determine or appoint one member to be the group leader. Usually, children who have better physical skills or have other advantages are selected by their friends to become group leaders. The last activity after the core activity is the closing activity. The closing activity consisted of reflection, question and answer, counting, and praying. In review, the teacher, together with students, explores the material that has just been studied. Seeing the weaknesses, difficulties, advantages, and benefits of the material he has learned. This reflection ends with the conclusion of the agreement and shared thoughts. The next activity is lined up, like lining up when you want to start learning. This lineup gets used to being neat and checking the number of students. Knowing this number is essential to check whether it is reduced or increased from the initial amount before the lesson begins if it decreases where the student does not participate in the study until the end. It could be that it increases. Some students are late without reporting to the teacher. Before disbanding ended with a prayer. This prayer is a form of gratitude that has safely completed the teaching and learning process and gained new knowledge. Hopefully, the knowledge will be helpful and blessed.

LEARNING OUTCOMES OF STRENGTHENING CHARACTER EDUCATION AT SMPN 3 NGAMPAH KBB

The implementation of this learning can be summarized as follows: After students gather in the field, line up, count, pray, and present and give greetings, the teacher asks questions about last week's material by relating the material to be studied today. The purpose of requesting the material be reviewed and knowing students' memory also aims to compose the relationship of last week's material with the material to be studied so that students can understand it more clearly and thoroughly. After that, the teacher explains the points of the material to be studied in outline. Finally, before students practice the material points to be learned, the teacher allows students to ask questions if there are material or motion assignments that they have not understood. After students are divided into existing groups, students are then invited to do exercises with friends in their groups. When students are practicing with friends in their groups, the teacher constantly monitors and supervises students who are practicing. If there are students who ask questions, the teacher responds to inquiries only in groups that ask.

Students practice in the group and try to master the material or improve their skills, and they are also tasked with assisting their group mates. If a friend has learning difficulties, then his friend helps overcome the problems experienced by his group of friends. If a friend makes a movement that is not good, then his friend gives a correction. With a learning process like this, the interaction between group members is very dynamic. After the practice assignments in each group are completed, the teacher gathers the students back into one large group or one class. Then after that, the teacher allowed several groups to present the results of their exercises in front of other friends. After several groups show, the teacher gives a review as an evaluation and reinforcement material for students. After asking questions, giving conclusions, giving assignments, lining up, counting, and praying, the learning is finished, and the children disperse to go to class to take the next lesson.

4. DISCUSSION

The verse of the Qur'an "O you who believe, fear Allah and let everyone pay attention to what he has done for tomorrow (the hereafter) and fear Allah, verily Allah is aware of what you do" ([Surah Al-Hashr: 18](#)). "And say, my people, work according to your circumstances, verily I will work (too) then you will know" ([Q.S. Az-Zumar: 39](#)). Based on these two verses, Allah commands his people or all of us to work by the actual situation, meaning that in working, we must honestly and sincerely comply with the tasks that must be carried out ([Sunardi, 2014](#)). In this case, the presence or absence of a superior is that the principal must work as he should, do not work seriously when there is a principal, and be careless when the principal does not see him. Please work to worship, and Allah will see what we do. Intention to work on behalf of Allah in this world then Allah will reward him later in the hereafter, meaning that Allah will appreciate the work we do responsibly and sincerely in the name of Allah so Allah will give a reward or reward in the future, God willing. Planning, organizing, and implementing is a straight line that must be passed on an ongoing basis ([Field, 1965](#)). Good planning and good organization mean nothing if the implementation is not exemplary ([Hidayatullah et al., 2020](#)). For that, it is necessary and must be ensured that the performance also goes well. Implementation needs standards, work methods as a guide for everyone. Physical education teachers must ensure that the plans and organizations that have been made run smoothly in implementing teaching and learning activities ([Iskandar, 2020](#)). The physical education teacher has control over all projects to run well, and the physical education teacher leadership functions play an essential role. Some of the elements needed in the implementation, according ([Shen et al., 2020](#); [Wenner & Campbell, 2017](#)), are leadership, attitude and morale, communication, incentive, supervision, and discipline. The element of leadership plays a central role in implementing activities, such as an orchestra or choir. The leader is a conductor or a conductor. Leadership style affects the implementation and success of moving all elements to work following what has been outlined. The second element is attitude and morals; attitudes and morals must be integrated with physical education teachers because physical education teachers are role models for all students.

A physical education teacher must possess a good mood and morals (Schnitzius et al., 2021). On the other hand, if you don't have good morals, it will set a bad precedent for physical education teachers. For example, physical education teachers hope that all students have a high discipline attitude and come on time to the field. The physical education teacher must first come on time, don't come late. Or prohibit students from smoking. Even the physical education teacher himself smokes. As stated by (Parrish, 2015; Ratnasari, 2015) that one of the causes of the loss of character in the world of education is because the educational paradigm has tended to emphasize more on head start (IQ intelligence) than heart start (emotional intelligence). Program implementation requires excellent and effective communication with all existing elements. Good communication will create a conducive situation among all current aspects. Conveying ideas, conveying orders, conveying reprimands must be done in an excellent way to achieve the target. There are keys or special terms known as teaching points to learn the teaching and learning process of physical education. Teaching point This means that the teacher communicates in learning to give orders or input, not at length but using particular words, short and easy for students to understand. These specific words, for example, bend your knees, open shoulder-width apart, straighten your arms, stick your chin to your chest, and so on. Physical education teachers must have the right teaching points and words for each learning material so that communication runs smoothly, effectively, and efficiently (Quennerstedt, 2019). Physical education teachers must also have incentive or stimulant skills to inspire students to practice or study with enthusiasm. Giving incentives to students, teachers can use various ways either with words, symbols or actions (Peng & Li, 2018). Encourage with words such as sound, try again, come on you can, a little more you can, etc. Providing incentives with measures and symbols, the teacher can use a thumbs up, a nod of the head, a smile, or the teacher gives examples of movements so that students can imitate. In essence, the teacher motivates students to work hard without giving up and tirelessly in learning sports skills until the desired goal is achieved. The participatory supervision of physical education teachers in the learning process has a positive impact on students. Physical education teachers supervise giving examples, correcting wrong movements, managing and motivating less enthusiastic students, and making students feel happy for other tasks even though assignments have been delegated to each student. They have been given authority but still have to be supervised to ensure the work goes as it should. The last one needs discipline as the key to all program implementation. Without a reasonable penalty, the program will not run well.

This implementation is the most critical management function because it deals directly with humans. Giving commands, providing motivation, and providing instructions as a guide in mobilizing can use the following techniques (a) explaining the organization's goals to each member of the organization, meaning that all members of the organization know the ultimate goal to be achieved. By knowing the plans, each member has imagined the final result later, (b) Trying so that all members of the organization can realize, understand, and accept the organization's goals. When all members receive well, then they will work their best to achieve that goal. (c) Strive for every member of the organization to understand and understand the organizational

5. CONCLUSION

They are strengthening character education in physical education learning places physical education teachers in the leading role in the implementation of strengthening character education. Physical education teachers are the spearhead in the implementation of strengthening character education. Physical education teachers try to position themselves to appear perfect to instill character values to become examples and role models for students. The teacher acts as a leader, coordinator, and communicator to move all students according to their respective duties and functions. Therefore, the implementation of strengthening character education is integrated with the implementation of physical education learning. The implication is that physical education teachers, in the implementation of learning as leaders, coordinators, motivators, and communicators in mobilizing all students according to their respective duties and functions, intentionally teach and incorporate character education values to students.

6. AUTHORS' NOTE

In this article, the author declares no potential conflicts of interest concerning copyright, publication, and research.

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