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Planning For Strengthening Character Education In Sports And Physical Education Learning

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ABSTRACT	ARTICLE INFO
<p>Planning for strengthening character education in sports and physical education has not been appropriately designed. At the same time, the weight of character education in junior high school is 60% in learning. The purpose of the study was to describe and analyze the planning for strengthening character education in learning physical education, sports, and health. The research uses a qualitative approach with a case study method. Research subjects PJOK teachers. Data collection techniques through observation, interviews, and documentation studies. Data analysis with steps: reduction, data display, and concluding. Results Planning for strengthening integrated character education with physical education learning planning for sports and health has not been explicitly planned. The values of character education are only listed in core competence one and core competence two. They are not expressly described in the character values to be achieved in each lesson. The planning steps for strengthening character education are not detailed in the learning implementation plan program. Conclusion Planning for supporting character education in sports and health physical education learning has not been planned or designed correctly.</p>	<p>Article History: <i>Submitted/Received 10 Jan 2022</i> <i>First Revised 02 Feb 2022</i> <i>Accepted 18 Mar 2022</i> <i>First Available online 27 Mar 2022</i> <i>Publication Date 01 Apr 2022</i></p> <hr/> <p>Keyword: <i>Learning, Education, Learning.</i> <i>Physical Education,</i> <i>Character Education</i></p>
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1. INTRODUCTION

All activity programs start with planning activities (Mahardika, 2018), including planning for character education in physical education, sports, and health (PJOK). The preparation of this plan is the first and primary function of management (ArjiHarahap, 2000). Without planning, the other processes will not work well. Therefore, doing good planning will affect good destination tourism as well. Preparation of planning is the steps arranged systematically and regularly to get to the final organization (Sapitri & Ferianto, 2018). In addition, planning also sees and utilizes all available resources and sees limitations and weaknesses to achieve goals effectively and efficiently (Loviyani Putri & Rifai, 2019). Through careful planning, all components are focused on one toward the plans that have been set. In planning, you must consider or pay attention to matters relating to learning objectives and resources. These resources are often known as the 7 M, namely (1) Humans, (2) Money, (3) Materials, (4) Machines, (5) Methods, (6) Markets, and (7) Minute (Oktapiani, 2019).

As a guide in making plans, you can use the SMART model (S=Specific, M=Measurable, A=achievable, R=realistic, and T=time). Typical that the planning must have a clear scope to be carried out, not too broad and idealistic. Measurable means that the program of activities to be carried out must be able to measure the level of success. Achievable standards that the planned schedule can be achieved, not just wishful thinking. Realistic means that the program of activities is adjusted to the abilities possessed, not too straightforward or vice versa, not too tricky, and so challenging to do. The last time is that the program's implementation planning must have a precise time limit. So is the time limit to achieve the goal daily, weekly, monthly, or yearly (Rosa, 2005).

Based on the study results above, planning is one of the most critical indicators, one of which is in the context of learning Physical Education in Schools (Septian et al., 2020). Good and well-planned planning is expected to produce a maximum character-building process for students (Rony, 2021). Furthermore, character-building requires a comprehensive planning and coaching process, both from the goals to be achieved and the existence of a realistic and implementable program (Anwar & Luneto, 2018). Therefore, studies related to planning in character building need to be the focus of the study, so this research aims to examine planning in character building in the physical education learning process in schools.

2. METHODS

The study subjects were PJOK teachers, and the supporting issues were school principals, vice principals, and education staff. The research sites are at Junior high school Malaysia. Data collection techniques through observation, interviews, and documentation studies. Data analysis with steps: reduction, display data, concluding. Validate data by using triangulation, member checking, and reference materials.

3. RESULTS

Based on the results of research studies that researchers have carried out, the results of the study are as follows:

1. Basically, character education planning is carried out together with overall learning planning. This character education plan is always there and is never separated from learning planning for all materials. They start from the planning objectives covering three domains, namely the cognitive, affective, and psychomotor domains, to the evaluation covering these three domains. All teachers continually make learning plans with a character education learning plan.

2. The lesson plan, which includes a character education plan, is prepared at the beginning of the school year. All teachers are required to make this planning document. Planning documents start from annual program documents, semester programs, and daily programs. After completing the copy of the paper, it is collected at the school through the vice-principal for the curriculum. The collection of this document is to ensure that all teachers have made all lesson plans. Also, this document is checked and approved by the school. Teachers in the field of the study hold their archives as a guide for implementing the program, so they don't forget or deviate from the plans that have been made.
3. Planning for character education at the education unit level begins with creating a special team under the vice principal for student affairs to develop rules and regulations for students. The team drafted the rules of conduct comprehensively and thoroughly. After the draft code of conduct is completed, the draft is submitted to a special teacher council meeting to discuss all the draft rules. In the forum, article by article was concerned, both in terms of grammar and content and the accompanying sanctions. When these disciplinary rules have been discussed with various inputs and changes that are considered necessary for the improvement of the song, the rules are made into a kind of book and ratified by the principal.

4. DISCUSSION

This planning is the first stage carried out in every organization, including school organizations. At the beginning of the new school year, teachers from all subjects, including PJOK, make plans for one school year. The teacher designs and sets goals for the annual, semester, and daily program in this planning activity. In addition to setting goals in this planning is designing how those goals are achieved. The steps are arranged systematically and in detail. Mr. Management George R. Terry wrote in his book entitled *Principles of Management* in Sukarna, 2011: 10) said that planning is "Planning is the selecting and relating of facts and the making and using of assumptions regarding the future in the visualization and formulation to proposed of proposed activation believed necessary to achieve the desired result." Planning is selecting and connecting facts and making and using predictions or assumptions for the future by describing and formulating the activities needed to achieve the desired results. Based on this understanding, PJOK teachers try to take an inventory and reveal existing facts related to character education (Harun & Jamaluddin, 2017). After knowing and obtaining the facts, the next attempt connects them to the relevant assumptions. After making assumptions, formulate the activities that will be carried out to achieve the goals (Nirmala, 2019).

Planning begins with observing and analyzing the educational calendar for the current school year. This academic calendar is general and applies to all teachers. The school issues this educational calendar according to the education office program. The contents of the educational calendar for one academic year from July to June are starting from the first day of school, the introduction of the school environment for new students, estimates for mid-semester assessments, estimates for mid-semester appraisals, value processing and class meetings, estimates of timing and distribution of report cards, semester breaks, Eid al-Fitr holidays, independence day holidays, the Prophet's birthday holiday and other national holidays. Making an educational calendar for one year is to calculate the number of effective days and holidays in a year. Then calculate the effective week and ineffective week for each semester. For example, for August, the effective week is four weeks and so on, calculating the effective week for the other months. in one semester. For ineffective weeks, such as the end-

of-semester assessment for one week or the Eid holidays and additional unproductive weeks must also be noted.

After knowing the educational calendar for one school year, the PJOK teacher makes an annual program for PJOK subjects. The annual program of PJOK subjects contains the essential competencies that students must possess and the time allocation required for each of these crucial competencies. For example, for basic competence 4.1, practicing variations and combinations of specific movements in various simple and or traditional big ball games, the time allocation is 18 hours of lessons. The essential competencies selected by PJOK teachers are taken from the national curriculum. However, not all crucial competencies in the national curriculum are chosen by PJOK teachers. These essential competencies are based on the considerations and results of the school's ability analysis concerning existing facilities and infrastructure. For this reason, one school to another has different variations in the selection of essential competencies.

The annual program is then divided into two-semester programs, namely semester one or odd and semester two or even. This semester program is determined in more detail than the annual program. For example, basic competence 4.1 practicing variations and combinations of specific movements in various simple and or traditional big ball games with an allocation of 18 hours of lessons in the semester program is determined by the sport of the game, for example, KD. 4.1.1 Football, KD 4.1.2 volleyball, and KD 4.1.3 basketball with 3 hours each lesson totaling 9 hours. So in the first semester for sports games, 9 hours and the remaining 9 hours for the second or even semesters. In addition, the semester program also determines the implementation time; for example, for sports, this game is held in January, the second week of football, the third week of volleyball, and the fourth week of basketball. And so on, all KD in one semester are scheduled by determining the time allocation, month, and week. The month and week seen from the annual program should not determine the time to clash with holidays or other activities outside the adequate learning time. In this semester's schedule, the targets to be achieved are determined. This target is performed in the form of a percentage.

In this plan, the PJOK teacher determines the minimum learning completeness (KBM). The minimum fullness is not selected for essential competencies related to core competencies (KI) one and KI two. What is determined minimum completeness is for KD three and KD four only. An example is an essential competence 4.1 understanding specific movements in various simple and or traditional big ball games. The big ball game uses a soccer game with the criteria for completeness of complexity 85, carrying capacity 80, intake 80, KMB 80, converted to B. For other KD-KD, the minimum completeness criteria are determined; the numbers can vary depending on the PJOK teacher seeing the material. Both the level of difficulty and other factors.

The next step is to make a Learning Implementation Plan (RPP). This lesson plan is an operational description of the annual program and semester program and is the teacher's guide in the learning process. This RPP is written in more detail starting from the head of the RPP, which consists of the name of the education unit, class and semester subjects, subject matter, time allocation, and meetings. Then the essential competencies and indicators of achievement and learning objectives are written. Next, the learning steps are detailed, usually divided into three major groups, namely preliminary activities, core activities, and closing activities, determined by the time allocation needed. Finally, at the end of the lesson plan, an assessment of learning outcomes is also determined. This assessment involves three domains: attitude assessment, knowledge assessment, and skills assessment. Attitude assessment is carried out using observation or in the form of a journal. Knowledge assessment is in the form

of written tests and assignments. Skills assessment takes the form of practice tests and portfolios. This lesson plan is made for all existing KD in one year.

As consideration for the teacher in making plans, starting from choosing KD, setting standards for learning completeness, determining teaching methods and approaches including the facilities and infrastructure owned by the school, especially the sports field owned by the school, sports equipment. In addition, the teacher also considers the number of classes and the number of students. They see the existing facts and what must be done to complement the current points or maximize the existing issues. Teachers must design and think about PJOK learning continues to change for the better. Some considerations that must be used as a reference for PJOK teachers in making plans are plans based on or based on thoughts based on research results. The PJOK teacher himself, as a planner, must have the courage to make decisions and take action by paying attention to all the risks that will arise in the future. PJOK teachers in making plans must be oriented to a better future. And lastly, planning must mean that if the plan is implemented, it will make it easier to achieve the goals that have been set. In addition to these considerations, there are four steps as a basis or teacher guide in making plans, which are as follows:

The first step is to set a goal or set of plans. In the effort to set goals, in this case, the teacher's learning objectives refer to the national curriculum that the government has set. The teacher selects Basic Competencies (KD) and Competency Achievement Indicators (GPA) following the learning material to be taught. From KD and GPA then, they are described in the learning objectives. The learning objectives broadly consist of four Core Competencies (KI): spiritual, social, knowledge, and skills. To achieve that goal, the teacher then determines the learning materials, methods, styles, models, tools, materials, and media that support the learning objectives. Selecting material from various relevant sources is a must for teachers in this plan. Teachers don't just stick to one sourcebook that the government has issued. Teachers in choosing learning methods must also support the achievement of the goals that have been set. A holistic approach is needed, where character education planning is not only confined to KI 1 (spiritual attitudes) and KI 2 (social attitudes) but is also integrated into KI 3 (knowledge) and KI 4 (skills). For example, in motor skills learning, teachers can emphasize the importance of cooperation, sportsmanship, and responsibility as part of skills assessment, rather than merely focusing on the final outcome of the movements or games performed.

The second step in planning is to describe or identify the current state of affairs, what is currently available, available resources, weaknesses, and strengths so that they can take steps for further program improvement. Knowing the overall picture is very important; it helps take action on what to do for the next program. The weakness in the second step is that after the teacher identifies the disadvantages, especially in the availability of sports fields that are not balanced between the number of students and the size of the area, the teacher cannot overcome them immediately because it is related to limited land.

The third step in planning is identifying the various barriers and supports in achieving the goals. In this case, the PJOK teacher must analyze the internal and external factors of the school's condition. What factors help and facilitate the achievement of the goals that have been set, and what factors hinder and create problems. Knowing about the supporting and inhibiting factors is essential to take action in the next planning. Without knowing these factors, we cannot determine whether the following program is right on target and cannot help plan and predict the situation in the future. This carrying capacity problem is a classic problem in that everyone knows that sports facilities in PJOK learning are very minimal and do not meet the minimum eligibility. An unbalanced number of students with available sports equipment. Every school has a limited average of sports equipment. Due to minimal sports

equipment, students do not get enough opportunities to practice until they master the material presented by the teacher.

The last step or fourth step in planning is to develop various plans or make different alternative actions to achieve the goals that have been set. This fourth step involves multiple alternatives or choices of activities to achieve the goals that have been set. The various alternative actions that have been selected analyze and evaluate which alternative measures will be used or chosen which is the most appropriate and the most profitable among all the alternatives. After finding the best option and the most effective and efficient, it is determined to be used. Some of the benefits of planning before implementing the program are: (a). Planning will provide direction and guidance in all activities in a directed and orderly manner, following the goals that have been set; (b). Planning focuses on the effort to be done so that work becomes more productive; (c). Planning helps evaluate a job that will be used as a reference for future work. The weakness of PJOK teachers in developing various learning alternatives is still weak because they still focus on habits and routines that have been carried out.

Overall, character education planning integrated with learning planning is still not a top priority (Baderiah et al., 2019; Lukach, 1983; Nurhayati & Langlang Handayani, 2020). The teacher does not make expressly or specifically for character education. Character education which is the focus of KI 1 (one) on religious and KI 2 (two) on social matters, is not described further in essential competencies (Kosim, 2020). This is also caused by regulations issued by the government, which do not need to elaborate on crucial competencies such as KI 3 about knowledge and KI 4 about skills. In planning, teachers should set character education goals, and steps to achieve educational purposes, such as setting goals and measures for KI 3 and KI 4 downgraded to KD 3 and KD 4 (Andrianti, 2018). Determination and selection of materials, teaching methods, teaching styles, teaching approaches, and teaching models are only intended to achieve subject matter so that students easily understand it. Meanwhile, to achieve the goals of character education, teachers still have not thought about choosing materials, methods, teaching styles, teaching approaches, and or teaching models (Julaeha, 2019). Teachers also need to develop assessment models that include these character aspects. Evaluating character education should not only be done through observation but also through students' reflection on their learning experiences, which can be realized in the form of journals or group discussions.

With stronger integration of character education into the planning and execution of physical activities, students are expected to not only develop physically but also to build strong character values that will be beneficial in their future lives.

5. CONCLUSION

Planning for strengthening character education is integrated with learning planning for physical education in sports and health. The objectives of character education values are listed in core competence one and core competence 2. However, the learning implementation program does not detail planning steps for strengthening character education.

6. AUTHORS' NOTE

The authors have no conflicts of interest with the content of this review.

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