

## Elementary School Students' Character can be Formed through the Physical Education's Role Teacher

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### ABSTRACT

*The purpose of this study is to ascertain how much physical education teachers contribute to the development of students' character in Tanjung Morawa District elementary/equivalent schools. This study is a quantitative descriptive study that use survey techniques. According to the research that has been done, the sample size for the very high category is 4 persons (67%), for the high category it is 2 people (33%) and for the medium, low, and extremely low categories it is 0 (0%). Based on all the results, it can be said that the character of students in elementary schools or their equivalent throughout the Tanjung Morawa District, which is influenced by the role of the physical education teacher, is good. However, some physical education teachers are still not consistently performing some of the activities listed in the questionnaire.*

### KEYWORDS

*character; students; elementary school; physical education; teacher*

### INTRODUCTION

In response to the spiritual void that followed the social and scientific changes brought about by the 21st century, the character education movement was developed (Hymowitz, 2003, referenced in Mullins, 2011). It is a general phrase that educators use to refer to the process of helping young people acquire positive values and traits (Jones, Ryan, & Bohlin, 1999). Character education is defined by Benninga et al. (2006) as teaching students how to value themselves and others by teaching them interpersonal virtues like respect, fairness, and tolerance as well as self-values like courage, self-discipline, and ambition. Additionally, it is seen as a catch-all word for initiatives to teach civic ideals including decency and accountability, social and emotional development, compassion and empathy, tolerance, and volunteerism (Schwartz, Beatty, & Dachnowicz, 2006). It is the designation given to [ies.ccsenet.org](http://ies.ccsenet.org) in the broadest sense. International Educational Studies, Vol. 10, No. 11; 2017. It is an effort for people to be educated on the most challenging (Agboola & Tsai, 2012) to help the new generation to acquire fundamental human values, make affectability to values, and change them into behavior through coordinate or roundabout programs within the educational programs (Ekşi & Katlımş, 2011).

Numerous issues with character, as defined by Mullins (2011) and cited in Tunay (2022), include ways of thinking and acting that are traits of each person's ability to live and work in the family, society, nation, and the world at large. Character displays a style of thinking and doing that each individual must have in order to live and work, as well as in the family, community, nation, and state. Together, we are now both concerned about the behavior of pupils in a school setting. Numerous issues that develop as a result of low character values are indicative of the character crisis. Students become easily agitated or temperamental, enjoy picking fights with their friends, are not hesitant to steal or take what is not lawfully theirs, and show little care for the environment.

Education encompasses more than just the process of disseminating the teacher's information; it also involves the development of the student's character. Ki Hadjar Dewantara genuinely begun character, ethical, and social instruction with three instructive centers starting from the family environment, school environment, and social environment. Therefore, the school environment is just as important as the family environment in forming a student's character as education is the responsibility of the family environment. The character situation affecting students in Tanjung Morawa District, including the high number of students who enter school late and enter class after recess has ended, the high number of students who still exhibit dishonest behaviors, such as the high number of students who do not complete their homework, and the high number of students who claim to be sick in order to skip Monday's flag ceremony. the proportion of children who do not dress appropriately for school, including those who lack discipline when getting dressed, continue to have hair that is too long for boys, and frequently wear shoes that do not adhere to dress codes. Some children still tell stories in class while the teacher is explaining, and there are still many students who are impolite to older people, especially teachers in a school setting.

Law No. 14 of 2015 on Instructors and Teachers, Article 1, states that "instructors are proficient teachers with the essential assignment of teaching, educating, directing, coordinating, preparing, evaluating, and assessing understudies in formal instruction, fundamental instruction, and auxiliary instruction". Therefore, the role of teachers is very large because teachers are one of the parties responsible for the foundations laid in the formation of students' character. Problems like this must be solved by trying learning and educational models that specifically deal with character. According to Suparno, Paul, Moerti, Titisari, and Kartono (2002: 42-44) Quoted from Usiono (2019), there are four models of educating and learning in character instruction, namely as follows: 1) In a monolithic model, the concept of character education is conveyed to students clearly. The model does not really provide an opportunity for students to internalize the value of character education. 2) In the integrated model, teachers can choose several character values to be included in their subject. 3) Out of School Time: This model is outside school hours, meaning it is not part of the curriculum. This is considered less effective for cultivating character values for students within a limited time frame. 4) Integrating the model: this model does character education in schools and then removes it outside of school.

Several previous studies regarding character building through physical education and sports This research was conducted by M. E. Winarno, who explained that character development can be assisted by physical education, sports, and art. Character cannot be formed through "theoretical" activities only, but through "real" activities that lead to "positive" habits (M. E. Winarno, 2018). Likewise, Akhmad Aji Pradana examines character building through physical education, namely strategies for building student character at the basic education level through physical education subjects, sports, and health. He explained that physical education, sports, and health subjects can be used to optimize personality development for primary school students through a continuous process, appropriate learning methods, and the application of the right approaches and strategies (Pradana, 2021).

Sunarno Basuki has also conducted this research on strategies for developing character education through sports extracurricular activities in elementary schools. In his research, he explained that modern management bias is an approach that can be used in extracurricular development to shape character in elementary schools. The use of modern management techniques in extracurricular activities seeks to help trainers see

extracurricular activities as more than just extracurricular activities. In sports, achieving certain goals requires planning, organizing, actuating, and managing well and carefully (Basuki, 2016). The research above focuses more on character building through physical education. While this research focuses on Character formation of primary school students through physical education, the focus of the study is to see how physical education shapes elementary school student's personality, and what characters are formed through physical education.

### RESEARCH METHODS

This research is a qualitative descriptive research. Descriptive research which intends to investigate the reliability, conditions, and also the halls of traffic that have already been mentioned, which can be interpreted in the form of reports (Suharsimi Alrikunto, 2013: 8).

**Table 1.** Research Population

No.	Research Population
1.	Physical Education Teacher at Public Elementary School 105329 Tanjung Morawa
2.	Physical Education Teacher at Public Elementary School 101890 Tanjung Morawa
3.	Physical Education Teacher at Public Elementary School 104236 Tanjung Morawa

Then, according to Sugiyono (2015: 13), the qualitative method in the research is in the form of step by step analysis using statistical analysis. So, this research will be presented in the form of categorization in percentages. This research was carried out at the elementary school/equivalent, Tanjung Morawa District. Population (Sugiyono, 2015) is the whole object that is under study. The population included in this research includes all educational teachers in elementary and secondary schools in Tanjung Morawa District.

The sample (Sugiyono, 2015: 136) is portion of the number and characteristics had by the populace. The sample collection technique uses non-probability sampling, namely saturated sampling. The sample in this study totaled 6 people, with the complete absence of all physical education teachers at elementary and secondary schools in Tanjung Morawa District. The instrument used in This study is a questionnaire. Questionnaire is a data collection technique performed by giving a set of questions and also written questions to the respondents to be answered (Sugiyono, 2015). Based on the questionnaires, the questionnaires in this research are closed questionnaires. The score used in this study uses a Likert scale that has five alternative alternatives, namely: always, often, repeatedly, almost never, and never.

Techniques of data analysis in this study uses qualitative descriptive statistical analysis technique with the percentage of physical education teachers' needs in forming a character of students in elementary school/secondary school, Tanjung Morawa Sub-district. talu daltal yang galmbarkaln all of which have been collected as a whole, with the aim of draw conclusions applicable to the public and generalizations (Sugiyono, 2015).

Next, the data is presented in the form of a frequency table and then categorization is performed and presented in the form of a histogram. The categorization is arranged into five categories, namely using high, high, medium, low, and low salt category categories.

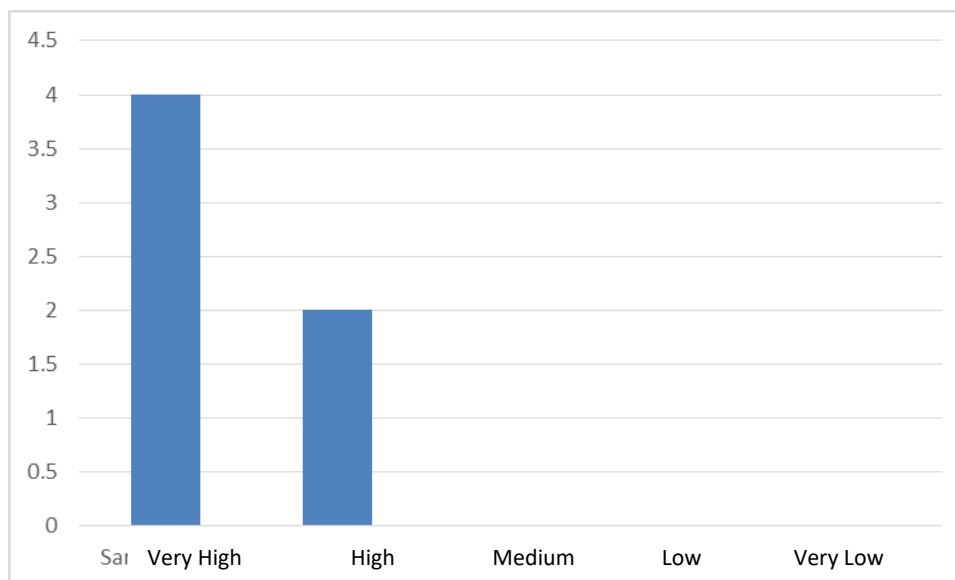
### RESULTS AND DISCUSSION

The research sample totaling 6 people in this research, the results of the research can be seen below:

**Table 2.** Normal Distribution of Assessment of the Role of Educational Teachers Jalsmalni Dalalm Forms Student Characteristics in Elementary Schools/Sederaljalt in Tanjung Morawa District

No.	Intervall Score	Frequency	Percentage	Category
1.	$X \geq 144,9$	4	67 %	Very high
2.	$123,3 \leq X < 144,9$	2	33 %	High
3.	$101,7 \leq X < 123,3$	0	0	Medium
4.	$80,1 \leq X < 101,7$	0	0	Low
5.	$X \leq 80,1$	0	0	Very low

Based on Table 2, the normal distribution of the overall assessment of the factors of the role of educational teachers, for example, is to form the character of students in ELEMENTARY SCHOOLS/Sederaljalt throughout the Sub-District of Tanjung Morawa, which is illustrated using the following dialect.



**Figure 1.** The normal distribution of assessing the role of educational teachers in the form of student groups in ELEMENTARY SCHOOLS throughout Tanjung Morawa District

Based on Table 2 in Figure 1, it shows that the role of the physical education teacher in forming the character of students in ELEMENTARY SCHOOLS throughout the District of Tanjung Morawa for the overall factor is inspiration, intelligence, motivation, motivation for creativity, dynamics as an evaluator in terms of mentality. high salt category totaling 4 people (67 %), in the high category there were 2 (33%) people in the medium, low, low category totaling 0.

The following results are obtained distributing the questionnaires in the form of questionnaires with the topic of refining the Education Teacher Role of Jalsmalni Dalalm Forming Student Charts In ELEMENTARY SCHOOLS/Sederaljalt Alek-Kalsaln Sub-District, the questionnaires were given in 6 samples that had been fixed. The research technique used in this research is a qualitative descriptive analysis technique with calculative calculations in the data presentation in the form of percentages. This research aims to provide informality to recognize the level of role of the Jalsmalni Dalalm Education Teacher in Forming a Characteristic of Learners in Elementary Schools/Sederaljalt throughout Tanjung Morawa District

Based on the results of the research in altals, it is known that the role of Jalmalni Dalalm's Education Teachers Formed Student Characteristics in Elementary Schools/Sederaljat of the entire Tanjung Morawa sub-district and the overall factors namely inspiration, persistence, motivator, driving creativity, driving force in the evaluator has a high total category of 4 Oral (67%), in the high category, there were 2 (33%), in the medium, low, low salt category, the number was 0.

#### 1) Inspirator

Based on the processing of the research above, we can see that the role of physical education teachers in the inspirational factor has returned. The 6 initial points that are involved in the inspirational factor refer to a teacher who must be able to generate enthusiasm to go forward by mobilizing all the potential that is owned in order to transfer the spectacular performance to himself in malhalalkalt. The teacher's behavior can generate enthusiasm in the potential that students have. The teacher is capable enough to be an inspirational figure for students, experiencing high morals, ethical behavior, religious, moral and ethical. From the results of the processing in this research, it can be seen that 6 students (100%) entered the very high category, this shows that the role of the physical education teacher as an inspiration is already very capable of awakening the enthusiasm of students. At least for the high, medium, low and low categories, there are no physical education teachers who qualify for this category. This proves that the inspirational factor for physical education teachers in terms of forming the character of students has been going back and forth.

#### 2) Exemplary

Based on the processing and research above, we know that the role of physical education teachers in the past has returned. The 6 points of the question that are involved in the factor of persistence refer to the teacher who must give an example that goes back, the return is either moral, ethical or moral, even if it is moral. The teacher is already able to become an inspirational figure for students. From the results of the processing in this research, it can be seen that 6 students (100%) got the high-altitude category. This shows that the role of the physical education teacher as an exemplary figure has been able to arouse the enthusiasm of students in the formation of character. At least for the high, medium, low and low categories, there are no physical education teachers who qualify for this category. This proves that the failure factor for physical education teachers in terms of forming the character of students has been going back and forth.

#### 3) Motivator

Based on the processing in the research above, we know that the role of physical education teachers in the motivator factor has returned. The 6 items involved in the motivator factor refer to the teacher by deliberately giving gifts, involving self-worth in telling students about their achievements, giving school assignments to students, relying on learning competition that is healthy at the beginning of students, often relying on students remember. In addition, the teacher spontaneously proceeds with an unpleasant feeling in accordance with individualization, causing unpleasant questions in assessing the level of intellectual development of students. The physical education teacher is capable enough to be someone who is able to influence the happiness of students. The results of the processing in this research can also be seen from the fact that 4 students (66.66%) got the very high category, this shows that the role of the physical education teacher as a figure who influences the mood of students is already able to arouse the motivation of students in

the formation of character. While for the high category there are at least 2 students (33.33%), this shows that the physical education teacher has an effect on increasing student enthusiasm in the formation of physical education teachers in terms of physical education teachers in causing an increase in the number of students who have not experienced the alps that the researchers considered in this study, some of the skills the most recent paldal questionnaire has not yet been used by the physical education teacher every walkthrough. At least for the medium, low and low category, there are no physical education teachers who qualify for this category. This proves that the motivating factor for physical education teachers in forming the character of students has been going back and forth.

#### 4) Creativity Booster

Based on the processing of the research above, we know that the role of physical education teachers in the factors driving creativity has reversed quite a bit. The 5 items involved in the factor driving creativity refer to the fact that a teacher must be able to evaluate student creativity in supporting students in creativity, to be able to be a means of correction in evaluating student ideas. The need for a physical education teacher as a person who can make students more creative in class as well as outside class. The physical education teacher is capable enough to be someone who is able to influence the hall for students. The results of the processing in this research can also be seen from the fact that 4 students (66.66%) got the very high category, this shows that the role of physical education teachers as figures influencing students' creative thinking abilities has returned. While for the high category there are at least 2 students (33.33%), this shows that the physical education teacher has an effect on increasing students' creative thinking abilities in the formation of character traits in this study. , some of the required calral palls of the questionnaire have not yet been used by the physical education teacher every walk. At least for the medium, low and low category, there are no physical education teachers who qualify for this category. This proves that the creative driving factors for physical education teachers in forming the character of students have been going on quite backwards.

#### 5) Dynamics

Based on the processing in the research above, we know that the role of physical education teachers in the dynamics of the dynamics has been sufficiently reversed. The 11 starting points that are involved in the factor dynamics of the speaker refer to a teacher not only to generate excitement but also to be a "locomotive" that really pushes the carriages towards the direction with great speed, intelligence and high intelligence. The role of the physical education teacher as a driving force for change can trigger students' enthusiasm to make changes back in the course of the learning process. The physical education teacher is capable enough to be someone who is able to influence the hall for students. From the results of the processing in this research, it can be seen that even though 4 students (66.66%) got the very high category, this shows that the role of physical education teachers as figures who influence students' lives in carrying out character changes has returned. For the high category, there is at least 1 person (16.66%), this shows that the physical education teacher has an effect on increasing student enthusiasm in the formation of physical character. the most recent paldal questionnaire has not yet been used by the physical education teacher every walkthrough. While for the moderate category there was at least 1 person (16.66%), this shows the lack of physical education teachers who still haven't done enough absenteeism in the factor of the dynamics. For the low category, there are no physical education teachers who qualify for this category. This proves that the

dynamic factors for physical education teachers in forming the character of students have been going quite backwards.

#### 6) Evaluator

Based on the processing in the research above, we know that the role of physical education teachers in the evaluation factor has been sufficiently reversed. The 11 checkpoints involved in the evaluator factor refer to the teacher's ability to evaluate the learning method which is always used in character education, and at the same time must be able to evaluate the behavioral attitude shown in the planned algorithm. the role of the physical education teacher as a person who is unable to correct the learning process that is less appropriate for the mental character assessment of students. The physical education teacher is capable enough to be a figure that influences the hall for students. The results of the processing in this research can also be seen that 4 students (66.66%) got the very high category, this shows that the role of physical education teachers as well as influential figures in the effectiveness of the learning process affects students' lives in carrying out character changes has returned. . For the high category, there are at least 2 people (33.33%), this shows that the physical education teacher has had an impact on increasing the effectiveness of changes in learning through evaluation carried out by physical education teachers, which has been quite significant. At least for the medium, low and low category, there are no physical education teachers who qualify for this category. This proves that the dynamic factors for physical education teachers in forming the character of students have been going quite backwards.

Physical education teachers who took part in the research states that no practice directly leads to character education in the physical education curriculum and emphasizes that teachers must do so through individual effort. Physical education teachers are challenged by our current curriculum which is not in accordance with the character of education, the individual characteristics of students, the professional competence of teachers and many are still confused by government policies. It may be a reality that the state employments passing exams as a measure to drive understudies to take part in major competitions, so understudies are stuck between school, course, mentoring and they begin to have no time cleared out for them. Additionally, the negative impact of innovation too makes reserved people whose instruction level is as it were those who ponder at a work area. In expansion, since of the lack of character instruction or since guardians don't need instructors to meddled in their children, instructors drop into a more inactive position. Since the school administrators cannot make the correct environment and conditions, instructors don't consider character instruction as a concept that can be connected to the current educational modules.

### **CONCLUSION**

Based on the results of the research above, it can be seen that the role of educational teachers, especially in forming student groups in elementary schools in the Tanjung Morawa sub-district, has reversed, as well as some PE teachers have not implemented a number of activities of a regular nature. The research results on global factors are Inspire, Intelligence, Motivator, Creative Motivator, Motivator and Assessor in the high group a total of 4 people (67%), in the high group there are 2 people (33%) in the group of medium , low , low salinity h equal to 0 In summary, when surveying the opinions of PE teachers about character education, we found that the level of understanding about the concept of character education is weak and there is no difference between inexperienced teachers. They have almost the same ideas about character education. And according to the teachers,

our national education program is good, it's just that practice in the field is still not optimal. This will be a problem experienced in our country in the field of education. In addition, it is thought that anti-social youth arises because students experience exam anxiety because they are considered successful based on their grades, and because of psychological problems triggered by technology and students need assistance in managing their problems.

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