

The Role of Sports and Physical Education in Character Building

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ABSTRACT

Character is the result of a combination of personality and behavior that differ from one another. The concept of good character involves proper behavior in interactions with others as well as in relationships with oneself. Sports and physical activities play an important role in physical growth and health improvement. Physical activity supports optimal physical growth. The development of sports and physical education must be carried out through a pedagogical and practical system, which includes stages ranging from cognitive or basic, intermediate, to advanced or high school. Character building takes a long time and should start from childhood. Sports psychology and sports philosophy are supporting factors in character building, where the rules of sports shape athletes into individuals who obey the rules of the game, making them responsible and leading them to maturity.

INTRODUCTION

Physical education and sports are an integral part of a comprehensive education system. Focusing on achieving educational goals, physical education aims to develop students' potential through physical activities. This process seeks to improve individuals' organic, neuromuscular, cognitive, perceptual, and emotional aspects in the context of national education. The implementation of physical education with the right strategies and learning processes can make a meaningful contribution to shaping students' character and personality.

Successful educators need to be fully dedicated to teaching and educating, not just transferring cognitive knowledge. They are required to bring enthusiasm, passion, attention, and patience to the learning process, creating a conducive learning environment. Educators' expertise in understanding the feelings and desires of students creates a dynamic classroom atmosphere. Giving educators greater opportunities to be involved in learning makes students feel valued and included. This atmosphere is effective in stimulating enthusiasm for learning and supporting the formation of positive character. Avoid pessimism and prejudice, and be responsive in facing challenges with creative and innovative teaching methods. In teaching, avoid words such as "must be this way" to prevent arrogance, which can have a negative impact on character. Competency improvement is key to building a belief system and achieving goals (Richard C. Welson, Ph.D 1978. P 11).

The goal of education is to develop individuals who are physically and mentally healthy. It is clear that character building is essential in physical education and sports in order to guide students and prepare athletes. The science of education, or pedagogy, plays

a key role in achieving these goals, as appropriate and effective methods are needed in the education and training process. One important aspect is the selection of an appropriate teaching style, known as the Teaching Style Spectrum (Muska Mosston, 1994, p. 2). Teaching methods and styles can also be selected with the aim of character building, which should begin at an early age.

The importance of character building in physical education and sports requires the application of strategic teaching methods and styles. The spectrum of teaching styles, as proposed by Muska Mosston in 1994, provides the basis for determining the most appropriate approach to teaching and training students or athletes. The chosen teaching style should not only be effective in conveying messages, but also stimulate positive character development in individuals. This process should begin at an early age, because strong character building requires consistency and the application of positive values throughout the educational journey. Therefore, a holistic and character-building-oriented pedagogical approach will greatly contribute to achieving the goals of physical education and sports.

METHODOLOGY

This study uses a descriptive qualitative research method. According to Sukmadinata (2016), this study aims to provide an overview and describe phenomena that occur both naturally and as a result of human engineering, with a focus on the characteristics, quality, and interrelationships between activities. The data source used in this study is secondary data. According to Sugiyono (2018), secondary data is a data source that does not directly provide data to data collectors. Secondary data in this study was obtained from reference books, journal documents, online news, archives, and other literature reviews. The data collection method in this study was carried out through analysis, describing and explaining the conditions of the data in the field based on the research problems being studied.

RESULTS AND DISCUSSION

A. Transfer of Values and Character Building

Observing the development of physical education in developed countries, it is necessary to formulate its objectives by considering national challenges and needs. The formulation of the general objectives of physical education according to Rusli Lutan et al. (2001) can be described as follows:

1. Instilling a solid character foundation through the internalization of values in physical education.
2. Building a strong personality foundation by fostering an attitude of peace, social behavior, and tolerance in the context of cultural, ethnic, and religious diversity.
3. Encouraging the development of critical thinking skills through the implementation of teaching tasks in physical education.
4. Developing skills to perform physical activities and sports, while understanding the reasons behind the movements and performance.
5. Stimulating emotional intelligence growth and respecting individual rights through fair and sportsmanlike play experiences.
6. Building self-confidence by developing awareness of abilities and body movement control.
7. Develop skills and habits to ensure the safety of oneself and others.

8. Encourage the development and maintenance of physical fitness and a healthy lifestyle.
9. Encourage regular habits and involvement in physical activities, as well as an understanding of the benefits of such participation.
10. Develop habits to fill free time with recreational physical activities.

There are two effects of physical education and sports activities, namely:

1. Direct influence as the main effect
2. Indirect influence as a secondary effect

Engaging in physical education and sports activities has implications in stimulating organ function to improve physiological condition, maintain health, and preserve physical fitness. The direct effects of regular active participation can result in the improvement and maintenance of physical aspects, including strength, agility, endurance, speed, flexibility, coordination, improved posture, breathing, blood circulation, and cardiovascular function. In other words, sports activities can improve and maintain physical health and fitness, enabling the optimal performance of daily tasks or activities without experiencing significant fatigue. More significantly, individuals who are accustomed to exercising tend to recover more quickly after experiencing fatigue compared to those who are less physically active.

The indirect effects felt after exercising regularly include the emergence of healthy living habits and needs. People who are accustomed to exercising find it difficult to give up this activity even in old age. Many older people remain active in sports, such as morning walks, running, or playing tennis, because they are accustomed to it. Years of experience show that exercise keeps people active and energetic throughout their lives, even into old age.

The positive impact is not limited to physical aspects, but also includes broader influences, including mental and social aspects of human beings. Through repeated involvement in physical education and sports activities, a person can become accustomed to adapting to sporting values, obeying rules, cooperation, self-control, and so on. These habits have a positive influence that extends to aspects of daily life, such as sportsmanship, honesty, tolerance, and self-control skills. Therefore, physical, mental, and social aspects can develop simultaneously through participation in physical education and sports activities, which are recognized by UNESCO as a powerful educational tool with a spirit of Fair Play that supports character building.

Baron Pierre de Coubertin (the founder of the modern Olympic Games from France) stated that the ultimate goal of sports and physical education lies in their role as a unique medium for refining good character and noble qualities. Only people who possess such moral virtues will become useful members of society. Juan Antonio Samaranch (former President of the IOC) stated that sport is a vehicle for education and an important factor in bringing people together. Continuous sporting activities will lead to the discovery of true and real ideals, where sport shapes character marked by tolerance and generosity towards others.

B. Integration System

Character education involves the process of internalizing values, which requires self-discipline so that these values can grow from within. Character values such as respecting others, discipline, honesty, trustworthiness, patience, and so on can be integrated and internalized in all school activities, both intracurricular and extracurricular. In addition, existing cultural groups can influence children's personality development through the parenting patterns they apply (Jeanne Ellis Ormrod, 2009, p.96). Through this

integration strategy, teachers can take advantage of every opportunity when teaching a particular subject or topic to slip in relevant character values, such as compassion, caring, honesty, nationalism, togetherness, and so on. It is important to note that what is being integrated are character education values or concepts.

The steps for integrating character education into subjects involve several stages. First, describe the basic competencies based on the applicable curriculum, such as the Competency-Based Curriculum (KBK). Second, identify the character traits to be integrated, such as honesty, humility, and respect for others. Third, find character values in physical education/sports activities that are appropriate to the needs. Fourth, implement learning using an integrated approach and appropriate methods. Fifth, determine evaluations that focus on the learning process and outcomes to monitor the progress of character value integration in subjects.

C. Mirror Character Personality

Understanding character is often equated with personality, which is the traits or characteristics that distinguish one individual from another. Personality, in its broader concept, involves character, attitude, ethics, morals, and behavior. Prominent character traits give a person's personality a distinctive flavor. Physical education and sports can explicitly shape character by emphasizing certain aspects.

Several personality theories provide an overview of personality aspects. Psychodynamic theory, for example, focuses on the conflict between sexual desires and drives originating from the Id, logic and reality orientation from the Ego, and pure consciousness related to norms and morals from the Super Ego. This theory creates a basis for understanding the main conflicts in personality.

The Phenomenological Theory, developed by Maslow, highlights human needs in five levels, from psychological needs to self-actualization. Meanwhile, the Constitutional Theory, related to body type, links physical structure to certain personality traits. There is also the Theory of Anomaly, which highlights neurophysical structures and innate traits that can influence individual behavior.

For example, the integration of character values in education requires self-understanding, as emphasized by Socrates, "Know thyself." Thus, character education involves the process of internalizing values through informal observation, clinical intuition, and belief in a person's internal physical dynamics.

CONCLUSION

Physical education and sports utilize movement as a means to achieve goals, and a person's character is influenced by contextual variables throughout their life. The integration of sports education into a person's life is expected to shape a positive character. In the context of physical education, several important character traits include honesty, fairness, responsibility, peace, self-confidence, respect, and concern for others. Physical education in schools is an appropriate medium for increasing children's interest in sports activities. In physical education learning, innovative teaching methods need to be developed to suit the conditions of the students. Schools, as the main environment where children spend most of their time, are effective institutions for developing and socializing sports activities as a means of character building. The values found in sports activities can be the foundation for shaping psychological and behavioral aspects, implemented in daily life as part of the character-building process.

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