

Does Physical Education Activity Affect Character Development in Primary School Students?

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Abstract

Physical education activities play a role in developing students' physical abilities and have significant potential in shaping their character. This study aims to determine the effect of physical education activities on the character development of primary school students. The research method used was pre-experimentation with pretest-posttest (one group pretest-posttest design). The sample used was the 5th-grade students of Muhammadiyah Jogokaryan Primary School, with as many as 50 students [male: 38, female: 12], aged 8-12 years. Observation sheet instrument [Aiken V Validation: 0.94, Cronbach's Alpha Reliability Value: 0.813] was used to collect the data and to measure the students' character. The analysis technique used a dependent paired t-test. The results of the difference test showed that the value of Sig. (2-tailed) was $0.000 < 0.005$, indicating a significant difference in students' character development after participating in physical education activities. Therefore, physical education activities significantly positively affect students' character development. In conclusion, Physical Education plays a vital role in the character development of primary school students.

Keywords: Physical Education Activities, Character, Primary School Students.

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INTRODUCTION

Physical Education is one of the important subjects in the school curriculum. Physical Education is one of the subjects in high schools, junior high schools, and elementary or primary schools that aim to improve human resources, especially in terms of physical or physical health [1]. Another opinion states that physical Education is an integral part of Education as a whole, aiming to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of healthy living patterns, and the introduction of a clean environment through physical activities, sports and selected health that are systematically planned in order to achieve national Education [2]. Physical Education is a subject given at a certain school level, which is one part of overall education that prioritizes physical activities and healthy life coaching to grow and develop a harmonious and balanced physical, mental, social, and emotional body [3]. Based on some of the opinions above, it can be concluded that Physical Education is an important subject in the school curriculum that aims to improve physical health, movement skills, physical fitness, critical thinking skills, social skills, emotional

stability, moral actions, and healthy lifestyle. Through systematically planned physical activities, sports, and health, Physical Education contributes to the development of balanced human resources physically, mentally, socially, and emotionally to achieve national education goals.

Physical activity is the body's movement by the body's muscles and its support system that requires energy expenditure. Physical activity can be classified into light, moderate, and heavy. The three levels have their intensity, and the activities carried out by a person must be based on their respective abilities [4]. Physical activity is any physical action produced by skeletal muscles that requires energy expenditure, which includes activities during work, play, housework, travel and recreational activities [5]. Although many people know that physical activity is significant for the growth and development of students, there are still many children who need to be more mobile. Physical activities should be fun, entertaining, and healthy [6]. It is a severe concern for teachers, especially sports teachers, to increase awareness of students to carry out physical activities and conduct theoretical learning processes in the classroom because systematic and structured

activities will positively impact the health of the body and character of primary school students.

Character is a behaviour pattern, attitudes, and actions that are natural to each individual [7]. Character is the values of human behaviour related to God Almighty, oneself, fellow humans, the environment, and nationality manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, karma, culture, and customs. Character can be built through family, community, and educational institutions such as schools. Character development in schools through character education, which is a system of instilling character values in students, includes components: awareness, understanding, care, and a high commitment to implementing these values, both towards God Almighty, self, neighbour, environment, and society and the nation as a whole so that it becomes a perfect human being by its nature [8]. In schools or educational institutions, there are various kinds of teachers of different subjects in their respective fields, and each teacher must have character education in the learning process [9]. One of the efforts to improve character is through physical education activities. Physical education learning can positively affect student personality development [10].

The process of physical activity in physical education learning will be evident in a students' character because they will feel free to do everything they want. Without realizing it, the character embedded in each student will be seen. In this case, the Physical Education teacher has a dominant role in shaping and educating students' character in school. Physical Education teachers know the character of each student [11]. Character is an inseparable part of life values in the person of an individual [12]. Because being a smart person with high knowledge is not enough, students must also be equipped with good character.

Based on the observations of researchers during Physical Education learning, it can concluded that 1) Many students fight when they lose in the game, 2) Many students do not follow the agreed game rules, 3) There is a lack of teamwork during the game, 4) There are still many students who are not confident in their physical abilities. Based on these problems, there are still problems with cooperation, confidence, and discipline. Teachers are expected to teach various basic movement skills, game and sports techniques and strategies, internalization of values (sportsmanship, honesty, cooperation, etc.), and the habituation of healthy

lifestyles in the Physical Education learning process [13]. Physical activities in Physical Education learning are expected to develop students' abilities by the educational goals to be achieved. Play is a physical activity that primary school students love. Teaching Physical Education should be directed toward games [14]. The game-teaching approach has benefits because it can improve student learning [14]. Playing is not only prioritizes physical activity and basic movements, but also teaches some values that must be adhered to and practiced in daily life, such as cooperation, confidence, and discipline.

This study aims to determine the effect of physical education activities on the character development of primary school students. Thus, this study aims to determine the effect of physical education activities on the character development of primary school students.

RESEARCH METHODS

The research method used was pre-experimentation with pretest-posttest (one group pretest-posttest design). The sample used was the 5th-grade students of Muhamadiyah Jogokaryan Primary School, with as many as 50 students [male: 38, female: 12], aged 8-12 years.

Before being given treatment (pre-experiment), the sample was first pretested, and then physical activity treatment was given for four meetings (once a week), and the posttest was done.

The treatment carried out by the sample in this study was physical education activity, and the implementation of this activity was carried out outside the classroom or at schoolyard. Physical activities carried out were relay race and mini football.

Data collection techniques to measure students' character of cooperation, self-confidence and discipline used an observation sheet instrument [Aiken V Validation: 0.94, Cronbach's Alpha Reliability Value: 0.813]. The analysis technique used dependent paired t-test.

RESULTS

The study results were tested on 50 5th-grade students of Muhamadiyah Jogokaryan Primary School. The following summary description of statistics is presented in Table 1.

Table 1: Paired Sample pretest and posttest of students' character

	Mean	N	Std. Deviation	Std. Mean Error
Pretest	14.30	50	1.165	0.165
Posttest	17.00	50	1.212	0.171

Based on the results of Table 1, there was an increase in the mean value from pretest to posttest, namely from before the application of physical education activities by 14.30 to 17.00. It shows an increase before and after the application of physical education activities.

Table 2 analyzes the statistical differences for pretest and posttest data using a paired t-test with a significance level of 5%.

Table 2: Paired Sample T-test

	Mean	t	df	Sig(2-tailed)
Pre-Post	-2.70000	-10.295	49	0.000

Based on the results of Table 2 of the paired t-test, it can be concluded that there was a statistically significant increase in students' character scores after implementing Physical Education activities. The average posttest value is 2.70 points higher than the average pretest value, which is significant with $0.000 < 0.005$. Thus, the result shows that there is an influence on the students' character development after participating in Physical Education activities.

DISCUSSION

The average posttest value is 2.70 points higher than the average pretest value, which is significant with $0.000 < 0.005$. Thus, it influences students' character formation after physical education activities.

Physical Education activities, which include various physical exercises and games, can improve essential aspects of students' character, such as cooperation, discipline, and confidence. The objectives of Physical Education reinforce it in policy in Indonesia as follows: (1) Developing self-management skills in the effort to develop and maintain physical fitness and healthy lifestyle through various physical activities and selected sports; (2) Promoting better physical growth and psychological development; (3) Improving basic movement abilities and skills; (4) Laying a solid moral character foundation through internalizing the values contained in Physical Education, sports and health; (5) Developing a sporty, honest, disciplined, responsible, cooperative, confident and democratic attitude; (6) Developing skills to maintain the safety of oneself, others and the environment; (7) Understanding the concept of physical activity and sports in a clean environment as information to achieve perfect physical growth, healthy lifestyle and fitness, skilled, and have a positive attitude. Physical Education activities, which include various physical exercises and games, can improve essential aspects of students' character, such as cooperation, discipline, and confidence. The objectives of Physical Education reinforce it in policy in Indonesia as follows: (1) Developing self-management skills in the effort to develop and maintain physical fitness and healthy lifestyle through various physical activities and selected sports; (2) Promoting better physical growth and psychological development; (3) Improving basic movement abilities and skills; (4) Laying a solid moral character foundation through internalizing the values contained in Physical Education, sports and health; (5)

Developing a sporty, honest, disciplined, responsible, cooperative, confident and democratic attitude; (6) Developing skills to maintain the safety of oneself, others and the environment; (7) Understanding the concept of physical activity and sports in a clean environment as information to achieve perfect physical growth, healthy lifestyle and fitness, skilled, and have a positive attitude [15]. In Physical Education activities, there are also affective values such as honesty, fair play, sportsmanship, empathy, sympathy, polite speaking, and good mental attitude, which can be recognized as an integral part of Physical Education and sports [16]. In addition, Physical Education is closely related to the value of discipline and responsibility, and students are also required to uphold discipline in learning activities [16]. It shows that physical activity can strengthen a sense of solidarity and cooperation among students. In contrast, physical challenges that must be overcome can increase their confidence and perseverance. In addition, rules that must be obeyed during physical activity can teach the importance of discipline.

This study has several limitations, including a limited sample of 50 students from one primary school, a short study duration, and no control of external variables such as the family environment and socio-economic factors. In addition, the research focuses only on physical education activities without considering other educational factors. The teaching quality of teachers should have been evaluated more specifically. Further research recommendations are made with a larger sample and long-term studies, and they provide a more complete understanding of the effect of physical Education on student character formation.

CONCLUSION

This study shows a significant increase in student character development after participating in physical education activities with a Sig. (2-tailed) value of $0.000 < 0.005$. It confirms that physical education activities significantly positively influence important aspects of students' character, such as cooperation, discipline, and confidence. Physical Education improves physical fitness and plays a vital role in developing students' moral and social character. Therefore, Physical Education must be deeply integrated into the primary school curriculum as an effective tool for forming student character. In conclusion, Physical Education is a critical component of a well-rounded education,

contributing significantly to primary school students' physical, mental, and moral growth.

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