

The Formation of Student Character through the Active Role of Physical Education Teachers as a Role Model

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Abstract—The central role of physical and sports education teachers as the main actor of interaction in learning, providing flexibility in displaying a positive role for students, in which will affect both the character and behavior of the students. The projection of this role can be done when the teacher conducts the learning inside and outside of the classroom. However, the teacher should prepare the material well and present it with an interactive language. The teacher's perspective is that students are part of future generations whose success or failure is the responsibility of the adults as the agent of change. The superior quality of teachers as adults will have a direct impact on the strong positive character for students. Therefore, the role model of qualified and superior teachers of physical and sports education, in terms of knowledge, attitude/character, and action are required to be continuously increased all the time.

Keywords—Character, Active Role, Physical Education Teacher, Role Model

I. INTRODUCTION

Character and morality problems have always been an important issue and intense debate in the education field. This may be the result of the fact that education in Indonesia has a tendency to only emphasize intellectual development without paying more attention to personality, affective factors, moral virtues, and skills. This is also supported by the national writing exam focusing only on the knowledge aspect. School and teachers play an important role, they have the responsibility for the student learning, both in the cognitive, effective, and skill aspects. In other words, improvement and emphasis on the cognitive aspect of such the mastery in reading, language, mathematics, and science aimed at preparing students to enter the global world. It must be balanced against the improvement of their effective abilities and skills.

In recent year, several arguments have been made for the reorientation of educational goals to prioritize not only academic learning but also emotional, social, and ethical competence. Emotional development in children and adolescents also attract the attention of the educational community [1]. Bung Karno (the first Indonesian President) once said; “This nation must be built by prioritizing character building because character building is what will make Indonesia a great, advanced, glorious and dignified nation. If the

character building is not properly built then Indonesia will become a nation of the laborer” [2].

The Law No. 20 of 2003 on the National Education System in Article 3 states that national education has a function to develop the ability and form the character and civilization of a dignified nation in order to educate the nation. National education aims to develop the potential of learners to become human beings who believe and pious to God Almighty. Human beings with a noble character, being a healthy, knowledgeable, capable, creative, and independent individual. Someone who will become a democratic and responsible citizen. Based on this law, it is clear that the national education wishes to shape the character of the nation to be more civilized and dignified. This means that the law is clearly aimed not only at improving knowledge but also emphasizing the positive character.

II. UNDERSTANDING CHARACTER IN EDUCATION

According to Standard Dictionary of Indonesian character means nature; psychological quality, morality or character that distinguish one from another; Character; The definition of character according to Ministry of National Education Language Center is innate, heart, soul, personality, character, behavior, natural temperament, and disposition. While the characterized means personality, behavior, character, temper, character and well-mannered. According to David Elkind & Freddy Sweet (in Retno, S., 2011), character education is everything that a teacher does, which is able to influence the character of the learners. The teacher can help shape the character of learners. The teacher can give the example through the way he behaves, how he talks or conveys the learning material, how the teacher is tolerant, and other related matters. Meanwhile, according to Rohmansyah, NA (2016) Character education essentially means to form a strong, competitive, noble, moral, tolerant, mutually cooperative, spirited patriotic, dynamic, science-oriented and advanced nation. This is all supported by having the faith and piety of the Almighty God based on Pancasila.

According to Power, F. C., & Khmelkov, V. T.

(1998) character refers to a special dimension of self-morality. Character formation involves a self-evaluation process in which individuals compare their own descriptions. Meanwhile, according to Ryan, K., & Bohlin, KE, (1999) character building in the School is clearly the responsibility of adult and students in modeling and maintaining the character and establishing practice guidelines for schools that want to become a community of virtues. Thus, responsibility, hard work, honesty, and kindness should be continuously modeled, taught, expected, celebrated, and practiced.

Based on some of the above opinions, it can be concluded that the character is associated with personality and nature. Character education is an attempt to help to shape the expected good character. Teachers and school have a very important role in producing the desired good character.

A. Purpose, Function, and Value of Character Education

Character education aims to develop the values that shape the character of the nation that is Pancasila, including: (1) developing the potential of learners to be good-hearted, good minded, and well-behaved, (2) building a nation with Pancasila character, (3) developing the potential of the citizens to be more confidence, proud to his nation and country and care to the humanity.

Character education has the function to (1) build a multicultural nationhood life, (2) build intelligent civilization with noble character, those who are capable of contributing to the development of society and develop the basic potential for good heart, good minded, well-behaved and good role model, (3) build the attitude of citizens to be the individual who loves peace, community that is creative, independent, and able to coexist with other nations in a harmony (Kemendiknas, 2011).

In order to further strengthen the implementation of character education in educational units, there are 18 values that have been derived from religion, Pancasila, culture and national education objectives, namely: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) self-reliant, (8) democratic, (9) curiosity, friendship/communicative, (14) love the peace, (15) passion of reading, (16) care about the environment, (17) social care, (18) responsibility [3].

Actually, there are still some positive characters that can be developed so that students become more superior and ready to compete. The other characters are (1) not easily give up, (2) confident, (3) have the courage, (4) being humble, and others. The behavior of an individual with a character is essentially a manifestation of the function of the psychological totality covering the full potential of the individual (cognitive, affective, conative, and psychomotor) and the function of cultural social totality in the interaction context (in family, educational unit and society) [5].

B. Research Findings Associated with Character Education

Based on a national survey titled The Ethics of America Youth, found that 82% of students have lied to their parents and 62% have lied to their teachers about something significant, 33% have copied documents from the internet, and 23% have stolen from their parents or other relatives [4]. In the same survey, 98% said that being a good character is important to them. Meanwhile, according to Mathison's research, C. (1999) related to opinion/behavior of character education, 150 teachers from four major metropolitan areas in the United States and 137 prospective teachers from San Diego State University School of Education showed that character education is important, they have a different opinion on what character education is and how it should be taught.

The implementation of character education programs in socio-cultural-inspired multicomponent can have a positive effect on school climate, student behavior, and staff morale [8]. According to Kamaruddin, S. A. (2016) the educational environment requires a character education program, both formally and informally. This is intended as one of the supporting ideas for follow-up in the form of activity design. Character education should basically refer to the vision and mission of the concerned institution.

Schools have much influence on the development of children outside the academic world. Considering the accessibility for children, schools have the opportunity to help children to develop a positive character [6]. Every community in the school must determine what role and content will be delivered through a character education program. Military students have higher spiritual character strength than civilian students. In particular, the cadet with higher level (academic achievement) has higher persistence character strength comparing to low performing cadet in the same study year [7].

A weak association between class size, the percentage of beneficiary students (free lunch), and behavioral problems in character education schools rather than in controlled schools. Furthermore, the character education programs can have strong influence at the school with the percentage of beneficiary students (free lunch) [9]. The potential for physical education lesson and teacher of physical education contributing to the cultivation of moral character, good habits, and worthy players should be evaluated carefully [10].

C. The Role of Physical Education and sports Subject

How about the sport? Does sport build the character? Exercise can do great things as well as building the body by making the body more resilient and strong. It can give confidence and grow the courage. But at the same time, sports players often commit brutal acts because they become more aggressive and ferocious.

Research in the development of sports characters has suggested that sports can build character, but only if the trainer and sports administrator apply a specific strategy to do so. While character development is not an inherent consequence of sports participation. There is sufficient evidence that with deliberate efforts from the coach and other adults, environments that encourage character development in young athletes can be realized. This can be done by challenging athletes to be a positive force on the team, the coach can assist athletes to develop good characters including ethical values such as respect, responsibility, honesty, fairness, and compassion. With the development of these values, a seemingly negative culture surrounding the sports environment can be changed. Thus, gaining a more positive experience for all involved [11].

There are two distinct types of characters adopted in the sports environment namely social values (social character) and moral values (moral character) [12]. After the explanation and comparison of character types, recommendations are made for the necessary emphasis on the development of moral character. Meanwhile, character development in the physical education shows that the context of well-organized physical activity has an impact on positive moral growth [13]. Therefore, physical and sports teachers have the responsibility and opportunity to create situations that will enhance the character development of the children or learners. According to Wang, X., & Sugiyama, Y. (2014) this study examines the effect of new physical education programs aimed at improving social skills (friendship, self-control, self-disclosure, and adaptation) for new students. The results of the two-factor variance analysis showed significant interaction effects between the experimental and control groups.

The study aims to determine whether four indicators of moral function in physical education (moral consideration, moral motive, moral intention, and prosocial behavior) estimate the self-conception of perceived behavior. Participants were 204 men ($n = 87$) and females ($n = 117$) from physical education students in the fourth, fifth, and sixth grades. For male students, four indicators of moral function were found to be strongly related. For female students, standard multiple regression analysis revealed that the indicator of moral function contributes to 21% of differences in perceived behavior [14]. In order to improve the quality of life of the students through physical and sports education, we must pay more attention. Furthermore, we must guide and monitor physical training in their spare time, addressing the problems that arise. This is invaluable for the development of students' abilities and character [15].

The results showed that the experimental group outperformed the control group in terms of reacting to problems, either sport-related problems or life-related issues. This suggests that using a humanistic approach to physical education teaching can produce students who can react wisely in facing the problem.

Participation in physical education activities provides students with one of the truly natural channels for the adjustment of social behavior. Organized and well-taught physical education program can make a remarkable contribution to the process of socialization in the school curriculum [16].

The curriculum has an obligation to contribute to the social and moral development of young people. Researchers in the field show that Physical and sports education teachers have an important role in achieving this goal. Currently, there is too little information about the way in which teachers of physical and sports education realize their responsibility in the social and moral development of students through the discipline they are teaching. There is also sufficient information from the way they understand and apply the goals of moral education [17].

Supporters of sports participation believe that exercise provides the right context for learning social skills such as cooperation and development of prosocial behavior [18]. The study relies on strategies such as learning models, direct reinforcement, creating a climate of motivation, mastery, and transferring authority from educators to children to improve their moral development. Hellison's personal and social responsibility model that uses many of the same learning strategies, while providing a five-level model is shown to enhance moral development. This suggests that character development should be nurtured through physical education by using a Hellison five-level model of personal and social responsibility [19].

While one of the most popular Teachings from Ki HajarDewantara is "A leader must have three qualities: 1) *IngNgarsa Sung Tuladha*; ing (in), *Ngarsa* (front), *Sung* (s), *Tuladha* (example/role model) meaning: Being a role mode at front, 2) *IngMadyaMangunKarsa*; *Ing* (in), *Madya* (middle), *Mangun* (do), *Karsa* (balance/propagation) meaning: Keep maintaining the balance or spread in the middle, 3) *Tut WuriHandayani*; *Tut* (in), *Wuri* (do/manage), *Handayani* (impulse) meaning: Making encouragement or encourage from the back.

From the teachings, it can be translated that as a teacher should be able to give an example or be the role model. It can be interpreted that the teacher should have a good competence before giving an example. When in the middle of inspiring the spirit of students, in order to create a comfortable learning situation. While in the back, teachers should be able to encourage the morale of the students to grow the learning spirit.

D. The Role of the Teacher of Physical and sports Education as the Formation of Student Character

According to the Indonesian dictionary, the role is defined as the expected behavioral devices owned by people domiciled in the community. This behavior is what will have an impact on the character formation of the students. This role modeling is the one that should be emphasized explicitly that teachers of physical and sports education play a direct role in the formation of

the positive character of the students. This is also found in core competencies and basic competencies in physical education subjects and sports curriculum 2013.

In this article, the author will provide many practical illustrations when physical education is underway. Important notes that physical and sports education can be used as a positive character building. However, the teacher should be truly conscious that the subject of physical and sports education is understood

as a medium/tool for educating attitudes and skills. Within this component of attitudes, the student's character/personality can be deliberately shaped by the teacher as an adult who plays an important role and learning.

In the description of Table 1 below, the authors provide two explicit illustrations of how the role of physical education teacher and the sport as a builder and positive character formers of students.

TABLE 1. EXPLICIT CHARACTER FORMATION IN LEARNING ACTIVITIES OF PHYSICAL AND SPORTS EDUCATION.

Learning materials	Attitudes/personality	Role of physical and sports education teacher	Explanation
Traditional games <i>Gobak Sodor</i>	Cooperation and mutual help	Class management in preparing the tools/field	The teacher acts directly in giving instruction to all students in the class to jointly make Gobak Sodor field. The teacher can also divide the roles. There should be some students making a field by preparing a field measuring instrument. On the other hand, some students prepare the paint to create a permanent line. Some students prepare a raffia strap as a benchmark to make a straight line when making lines. During the cooperation of making the field, the teacher should pay attention to all students. If there is a student who finds it difficult, then he should be assisted by other students. At that moment the teacher can directly ask for help from another student in order to help him immediately.
	Honesty	As a referee during the game	The teacher acts as a referee to ensure that the students who are playing Gobak Sodor can apply the honesty aspect. Some students have a higher desire to win. This desire can lead high dishonesty from students as the consequence. For example, if the student acts as a watchful player. When on guard, students should always follow the line in the game. If the student wishes to "turn off" the opponent he should touch part of the opponent body. He should not touch an opposing player without stepping on a line (out of line game). If this happens then the teacher as the referee must immediately act directly to decide that the student's action is invalid and must be canceled because he does not follow the rules of the game. At that moment the teacher must explain that his action is wrong because he does not follow the rules correctly.
Volley Ball Games	Fair attitude	As a manager	During the playing and learning of volleyball between groups, teacher as manager should divide the group fairly and equally based on the level of student ability. Basically, the purpose of the division of this group does not cause excessive protest from students because of injustice in dividing the group. This should be done to avoid students' jealousy towards other groups. Furthermore, this should also be done equally and fairly regardless of gender for the sake of all students.
	Hard work and appreciate achievement, tolerance, honesty	As a referee	Acting as a referee during an inter-group match is a manifestation of the teacher's role of familiarizing students to form competing for attitude and behavior in a healthy way. Thus, understanding that winning and losing are part of everyday life that do not have to be overreacting. The teachers of physical and sports education have been instrumental in getting used to appreciate the achievement. When there are students who do not seem passionate about playing, then the teacher should immediately remind the students to work hard to gain victory. On the other hand, when having a strong desire to win, it can lead to a lack of respect for teammates who lack good skills to play. There is also a possibility that the smart student will "put down" others by making fun of or fooling with impolite words. The teacher's role is to remind them verbally, that the student's action is not appropriate and if necessary the teacher reminds them specifically of such student. As a referee, the teacher must also show fair, objective, and impartial decisions.

III. CONCLUSION

From the above description, it can be concluded that the role of the teacher in physical and sports education in the learning process explicitly can really build character. However, the teacher should be fully aware that physical and sports activities can be a tool to educate and form a positive character. Awareness of

this learning should be properly considered from the beginning by the teacher so that the achievement of the goal of character formation can be achieved well. However, that activity of motion and sports basically has not given any meaning, without the teacher giving meaning. As a teacher of physical and sports education should take advantage of physical activity and sports as a medium/tool that is very good to be used as the builder and former of personality, character, good

nature and superior in creating human resources who are ready to compete globally.

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