

The Analysis of Physical Education Learning and Environment of Character Education-Based School

Mulyana* and Suherman A

Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, Indonesia

*mulyanafpok@upi.edu

Abstract. The research reveals a link between the implementation model of character education through the physical education learning facilities and infrastructures. The study involved 20 schools in the city of Bandung to analyse the extent of support facilities within the school environment in the character education-oriented physical education learning process. Instruments on the “physical education process and products is based on the perceptions of students.” Instruments of physical education learning facilities include sports fields, land areas, sports equipment and more. Based on the analysis, it's found that the apparent correlation coefficient between the infrastructures and learning effectiveness is 0.396 with a probability of $0.000 < 0.05$, thus the direction of the relationship between these two variables is in line with the low level of correlation, and analysis hypothesis is accepted, which means there is a significant relationship between infrastructures and the effectiveness of learning. In detail, it can be described that the correlation coefficient between the factors of external support, the students' behaviours, and skills, and learning effectiveness of each student is 0.504 ($P = 0.000$), 0.439 ($P = 0.000$) and 0.533 ($P = 0.000$), therefore, the direction of the relationship between each aforementioned variable and learning effectiveness is unidirectional, and each probability's value is < 0.05 and analytical hypothesis is accepted, which means that there is a relationship between the factors of external support, students' behaviours and skills, and learning effectiveness.

1. Introduction

The challenges of education are increasingly complex along with the increasing phenomenon of social behaviour irregularities committed by the student. Measures such as physical and verbal violence, fights, drug use and alcohol, crimes, depressions and sexual perversion are increasingly larger. [1] This had called it as “*socially toxic environment*” that causes students to *drop out* of school, experience personal and social behaviour irregularities, as well as engage in criminal activities. Based on the conditions above, an effort and an effective education program are required to improve the moral crisis and increase the students' *positive outcomes*. [2]

The current social networking technologies have some negative impacts on the moral development of students, although they also have many positive aspects. It has become a threat to people's lives, especially education. The threat is not just a matter of violence, deviant behaviour, and immorality that have spread through the community and among students, but also more profound, one of which is the emergence of collective behaviour that increasingly undermines the tranquillity and the life of society and state. [3] One of the issues is the new “*ism*” like “*terrorism*,” vulgarism in terms of revelation,



and a drastic change toward a democracy that is more concerned with individual rights rather than responsibilities. All things are considered to be opened or discussed “bluntly”, where not all things should be known by the public. The root of the problem can be restored on the moral issues, moral decisions, which in turn involves characters.

Referring to the explanation above, this research will integrate a comprehensive TPSR character education model which is based on the *theory on Value/Character Education*. Basically, the character development and *responsibility* values must pay attention to the concept of “*Good Character*” which is “*consists of knowing the good, desiring the good, and doing the good ... habits of mind, habits of heart, and habits of action*”. [4] Other than that, for the implementation of this model to be consistent, this study will also refer to the implementation strategy of “*Four Themes TPSR*”, which constitutes essential signs or stages of program implementation and should be used as a guide in the process of learning so that the implementation of TPSR model is always consistent.[5]

2. Method

This research involved physical education teachers who had become civil servants, candidates for physical education teacher who were in the final semester in FPOK UPI (preservice), and physical education teachers who were following the *in-service training*. The number of samples taken through random stratification were 20 teachers respectively, in Bandung municipality. The number of samples assigned for prospective teachers were 40 students per class. To reveal the physical education learning facilities, 20 primary schools in Bandung municipality were used as samples. These schools were determined based on random sampling. Data was obtained through questionnaires filled out by physical education teachers in related schools. To reveal students' perception of physical education, random samples of 80 students in Bandung municipality were selected (one primary school = 4 students, multiplied by 20 primary schools).

3. Results And Discussion

Correlation Data.

Table 1. Correlation between the school environment and effectiveness of PBM

School environment	r	Sig. (2-tailed)	Ho
External support	.504 ^{**}	.000	Accepted
PBM PE infrastructures	.396 ^{**}	.000	Accepted
Students' attitude	.439 ^{**}	.000	Accepted
Students' skills	.533 ^{**}	.000	Accepted

According to table 1, it shows that the correlation coefficient between the infrastructure (X10_SARPRAS) with the effectiveness of learning at 0.396 and a probability of $0.000 < 0.05$, thus the direction of relationship between these two variables is in line with the low level of correlation, and analysis hypothesis is accepted, which means there is a significant relationship between the infrastructure and effectiveness of learning. Furthermore, the correlation coefficient between the factors of external support, students' attitudes and skills and learning effectiveness are 0.504 ($P = 0.000$), 0.439 ($P = 0.000$) and 0.533 ($P = 0.000$) each, which means the relationship direction between each variables above and effectiveness of learning is in line, each probability value is < 0.05 , and the analytical hypothesis is accepted. It also means that there is a relationship between the factors of external support, students' attitudes and skills, and learning effectiveness.

The calculation result of the average Value Orientations Inventory as a whole can be seen in the following image:

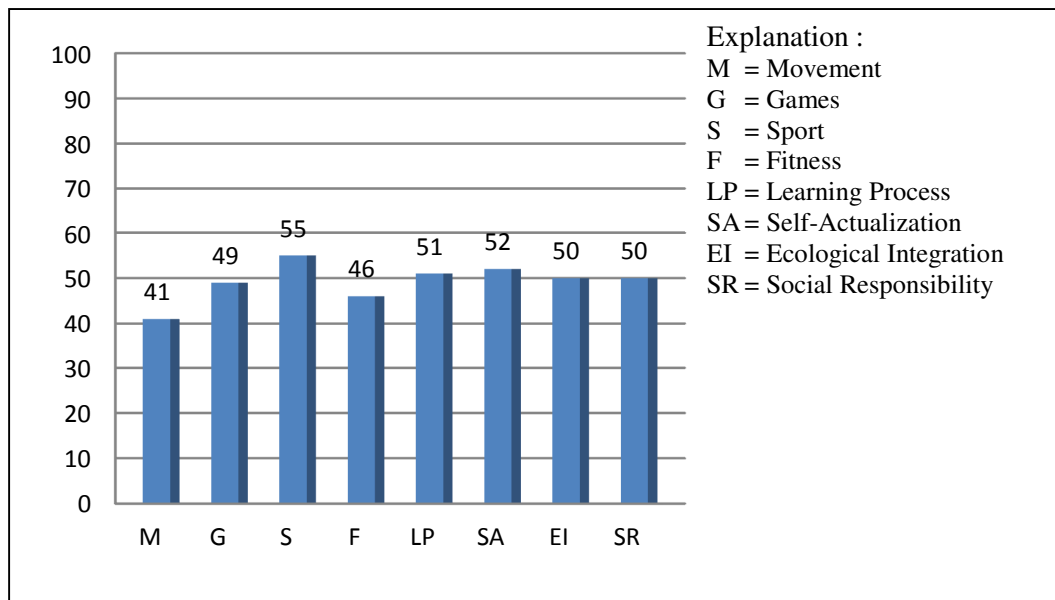


Figure 1. The Average Value Orientations Inventory Graph as a Whole

Based on the graph above, it can be seen that the teaching orientation of physical education teachers is greater in Sport (mean = 55), followed by Self-Actualization (SA), and the lowest average score of inventor orientations value is Movement, with a mean score of 1.

The Value Orientation adopted by physical education teachers, tend to be dominated by the *child-centered* value. Among the values of *child-centered*, the most dominant effort is the actualization of students' potential or self-actualization. This is evident from the average TVO category of *self-actualization* which achieves the highest score compared to other categories. Reference value of self-actualization is delivered that teacher oriented to this reference value are confident that the curriculum should be based on student (*child-centered*) for developing a child's character as the ultimate goal of education. The skills and knowledge gained in the classroom should be interpreted by each student and lead them to a kind of manner where they not only develop their confidence, but also pleasures to participate in learning.

In terms of Teacher's curriculum value orientations and its implications on the development of curriculum and physical education learning, the result is at that time, the teacher is oriented to the reference value of Disciplinary Mastery. In these studies revealed that the dominant reference value at the time is a reference value which emphasizes students on assignment capabilities in which it's directly related to the material provided in Physical Education, such as motor skills, play, exercise, or fitness. Thus, there has been a shift in the reference values of physical education. It was previously oriented to traditional reference value, and now it becomes the reference value of student-centered (*child centered*).

Meanwhile, the most dominant value of the mastery of materials is the implantation on sport value (sport) in students. The value of sport (Sport) has the highest average of 54.72, followed by games, fitness and movement (see image 1). This indicates that teachers' orientation in providing physical education materials puts more priority on the sport materials compared to games, fitness, and movement skills.

The tendency of character building on physical education is characterized by the tradition of teachers conveying codes in learning process. The contents of this codes basically can be classified

into two behaviours, that are, general behaviour which consists of personal and social behaviour; as well as special treatment which consists of the routines that should be followed by students at any time during the learning process of physical education, both in the field and in the classroom. Procedurally, a common mechanism of character learning process in physical education above is good but not good enough because it must be followed up and reflected in the teaching behaviour during the core and closing of learning process, and it should be done continuously in every occasion of teaching. The general mechanism of character learning process tend to only be done at the beginning of the semester and presented in the introductory part of the learning process, while on the core process, the routine maintenance tend to be forgotten. In physical education, warning or penalty during the ongoing PBM often appears as an effort of character development. Yet, most of the time this matter is not considered as an integrated circuit of codes that is given at the beginning of the learning process, as well as its implementation which is still not performed regularly and well planned. Nevertheless, it can be concluded that the general mechanism of character learning process gives a good opportunity to the implementation of the integration of character education in physical education.

4. Conclusion

The *Orientation Value* of physical education adopted by the teachers tends to be dominated by the *child-centered* value. Among the values of *child-centered*, the most dominant value is an effort of students' potential actualization. Meanwhile the most dominant value of material mastery is the implantation on the sport (sport) value in students. The processing of the results also shows the external support factors such as the principal, other teachers, infrastructures, physical condition, psychological and students' affective influence the effectiveness of student learning. The tendency of character building on physical education is emerged from the tradition of teachers in delivering the rules in following the learning process, which tends to only be done at the beginning of the semester, while for the maintenance likely uses a warning or penalty for violators.

References

- [1] Verlinden S, Hersen M and Thomas J 2000 Risk factors in school shootings. *Clinical psychology review* **20**(1) 3-56.
- [2] Lawson H A 1997 Children in crisis, the helping professions, and the social responsibilities of universities *Quest* **49**(1) 8-33.
- [3] Albrechtslund A 2008 Online social networking as participatory surveillance *First Monday* **13**(3), 1-10
- [4] Brannon D 2008 Character education: it's a joint responsibility: instilling positive character traits in children requires teachers, parents, and administrators to work together *Kappa Delta Pi Record* **44**(2) 62-65.
- [5] Gordon B, Thevenard L and Hodis F A 2012 A national survey of New Zealand secondary schools Physical Education programs implementatio of the teaching personal and social responsibility (TPSR) model *Agora para la educación física y el deporte* **14**(2) 197-212.