

Character Based Physical Education Model

A Suherman^{1*}, K Sultoni¹, H Ilmawati²

¹Department of Health and Recreation, Universitas Pendidikan Indonesia, Bandung, Jl. Dr. Setiabudi no 229, Bandung, Indonesia

²SMAN 1 BATUJAYA, Indonesia

Email: adangsuherman@upi.edu*

Abstract. The purpose of this study was intended to obtain an integrated character education model of physical education by using experimental methods with group pretest-posttest design in a class that is determined based on random cluster sampling. This stage begins with the selection of schools, training of physical education teachers, and experimental models of character education. Data collected from the learning process, pre and posttest and processed using t-tests. The result showed that the implementation of character values in teaching physical education increased with the addition of the frequency of the number of treatments Award; there are significant differences between the scores implementation of the values of characters in the beginning and the ending of treatment.

1. Introduction

Character education can be defined as the value education, moral education, and behavior education, personal education which aims to develop the ability of learners to provide decision was bad, preserve what is good, and embodies goodness it in everyday life with a vengeance [1]. Character education is an integral part of education as it is said Ki Hajar Dewantara that education is the process of formation of human character in order to be truly human [2]

In the documentary, the changing character was one of the targets at each meeting the learning outcomes of learning [1]. In practical efforts to achieve change this character to be realized in the process of learning and evaluation. For it has many learning models that are intended to achieve the goals the achievement of the student code changes implemented by physical education teachers.

There are several models of character education that are often used in physical education [3–6] difference, more assertive models oriented character development based on external motivation whereas developmental models oriented character development based on internal motivation [4][5].

Character Based Physical Education Model is a development of developmental models but specifically, refers to the character's values as stated in the basic competence physical education curriculum in Indonesia. Thus this model is a special model of character building physical education because values are referred to the values of physical education as stated in the physical education curriculum in Indonesia.

Theoretically, the implementation of this model is in line with the theory of character education due to two reason. Firstly, it begins with knowing, feeling, and action [6] [7]. Secondly, the empirical values referenced are the values that are targeted affective behavior changes as indicated in the



curriculum [2], thus on the basis of both of these reasons the model allows obtain better results, however, this model has not been empirically tested [8-10].

This study is intended to answer some questions 1) whether there is an increase in the implementation of the development of character values in the learning process at each meeting physical education? 2) whether there is an increase in the development of students' desire to implement the values of characters in each meeting? 3) whether there are differences between the mean scores implementation of character values between the beginning and end of the meeting?

2. Method

The method used is an experimental method with a pretest-posttest design experimental design [11], as follows. The study took place from 15 March to 27 April 2016 with an hour-long meeting of the lessons from 07.00 till 08:20 pm according to the hours of physical education subjects with the number of meetings 12 meetings with 80 minutes / meeting, 3 times per week. Sample set based cluster random sampling of classes totaling 40 students of class VII SMP Negeri 1 Batujajar District of West Bandung Regency, West Java, Indonesia. The instrument used was the self-assessment on the implementation of character values as stated in the basic competencies of physical education curriculum and questionnaires about carrying, self-regulation and social behavior. Statistical analysis was done by using a statistical t-test.

3. Results and Discussion

3.1. *Developments score implementations character in the learning process*

Figure 1a shows the progress of implementation of character values (discipline, honesty, cooperation, tolerance, and independence) in the learning process of physical education began meetings to three, to six, and ten. When viewed from the development, implementation increased scores character values showed an increasing trend with increasing frequency of treatments. Obtaining scores implementation of character values at the meeting of 10 better than the score of the implementation of character values at 6 meeting, as well as earn a score of implementation of character values at a meeting of the six better than the score of the implementation of the values of character at the confluence of three.

This implies that the addition of the provision of linear treatments with the addition of the acquisition score implementations of character values. The condition also implies that the increase in the number of treatments giving linear learning model character with increasing knowledge, awareness and implementation of the values of character the culprit, as predicted by the theory of character development [9] and Ki Hajar Dewantara [2].

3.2. *Developments participant's implementation of character values in physical education learning*

Figure 2 shows the development of participants' implementation of character values (discipline, honesty, cooperation, tolerance, and self-contained) in the learning process of physical education began meetings to three, to six, and to ten.

When viewed from the development, improvement of the participants (students) implementations of character values (discipline, honesty, cooperation, tolerance, and self-autonomy) through behavioral contract showed an increasing trend as the number of given treatments (figure 2). Total score of participants at the meeting of 10 more than the number of participants at the meeting of 6, so does the number of participants at a meeting of six more than the number of participants at the meeting of the three.

This implies that the addition of the provision of linear treatments with the addition of student awareness to implement the values of character. The condition also implies that the increase in the number of treatments giving linear learning model character with the increasing number of students is

aware of the importance of character values as predicted by the theory of character development (9) and Ki Hajar Dewantara (2).

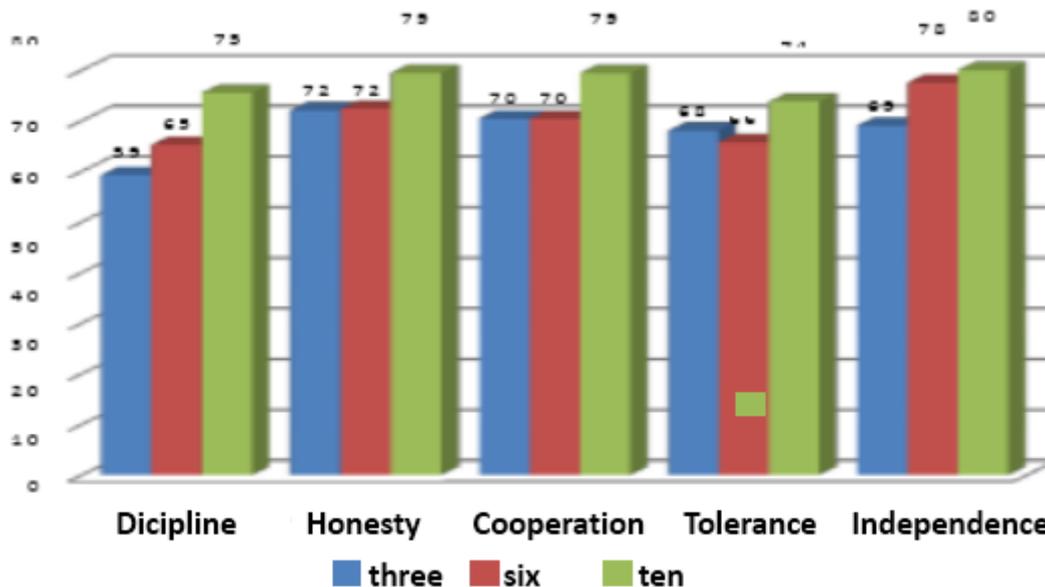


Figure 1. Developments score implementations character in the learning process

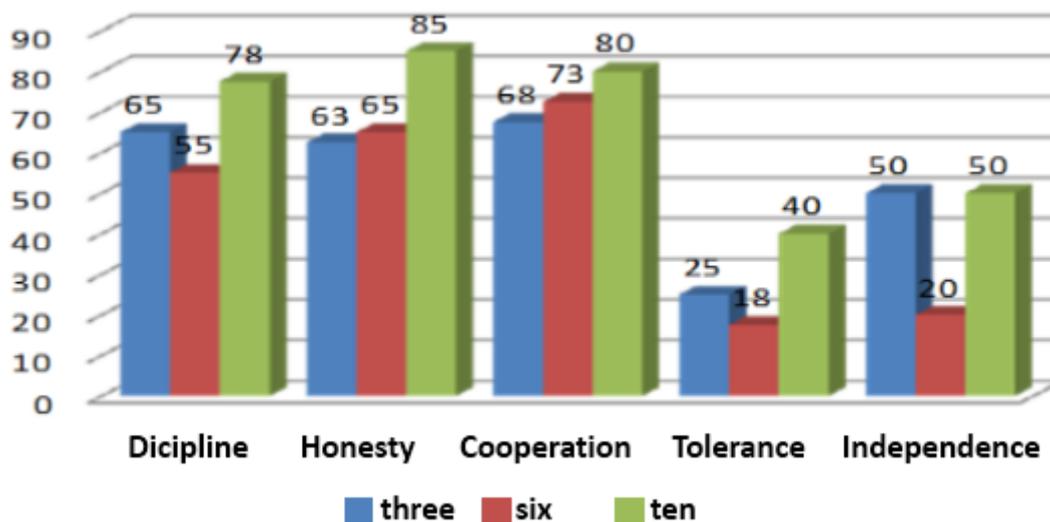


Figure 2. Development of the number of students who apply character in Physical Education Learning Process

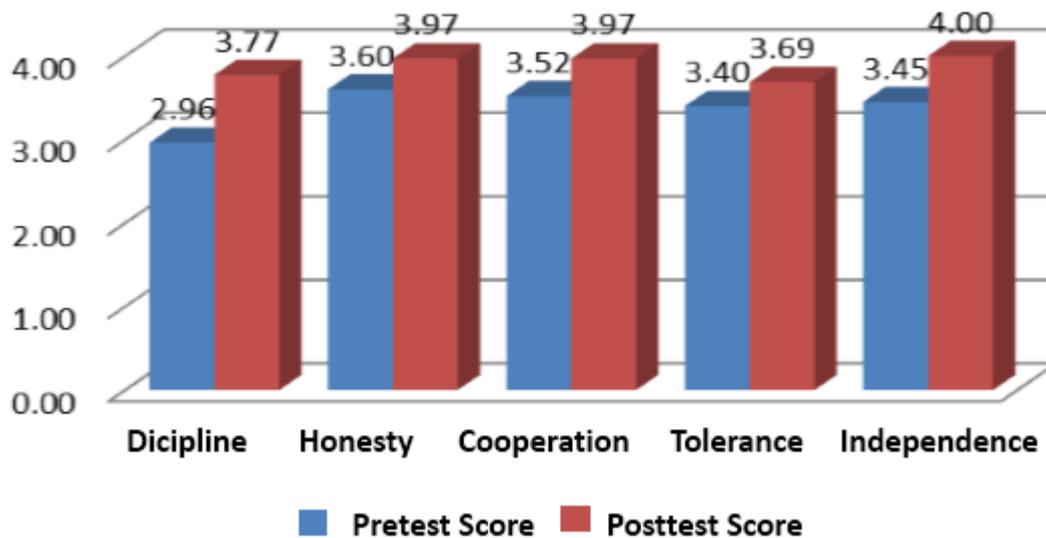


Figure 3. Differences in mean scores between pretest and posttest implementation characters

3.3. Differences between the mean score of the implementation of character value between pre and posttest

Figure 3 shows the mean score of the implementation of character values (discipline, honesty, cooperation, tolerance, and self-contained) between pre and posttest. Data in Figure 3 shows the tendency that the final score is better than the initial score, which means that treatments positive effect on improving the implementation of character values. Based on the results of the statistical tests using ANOVA, it can be concluded that the treatments had a significant influence on improved implementation of the values of character, with details of the coefficient of significance in the variable discipline = 0:00, honesty = 0.041, and cooperation = 0.025), while the treatments effect insignificant at variable tolerance to the significance coefficient = 0:36, and independence = 0.042.

These results can be interpreted that the values of tolerance and autonomy considered less necessary in the implementation of physical activity that made physical education content lessons compared with the value of discipline, honesty, and cooperation. These results along with the results contained in the image 2 of the increase in the number of students who apply the values of characters in physical education, where the proportion of participant's implementation of the values of tolerance and self gets the smallest proportion compared to the value of the other characters. This condition implies that the matter of the subject involved not contribute to the quality of implementation of each character value [12].

4. Conclusion

Development of characters carried out the integration between the mechanisms and values instilled character very positively describing the potential for success. The mechanism is character building refers to the process according to the theory character building and character building Lickona and Ki Hajar Dewantara. While the characters embedded value refers to the value as stated in Curriculum and should be targeted learning outcomes in each of the learning processes. The success of this model is characterized by increasing students' awareness of the importance of character values and increasing students' initiative and efforts in implementing character values significantly in each of the learning processes that followed. This model has a theoretical reason is so strong that it would be better to continue to be researched and developed to obtain validation of this model is more open.

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