



The schools and physical education teachers' efforts in building the elementary students' character

Harry Pramono^{1*}, Suastika Nurafiaty², Tandiyu Rahayu¹, Sugiharto¹

¹Universitas Negeri Semarang, Indonesia

²STKIP YPUP Makasar, Indonesia

* Corresponding Author: hpr4mono@mail.unnes.ac.id

ABSTRACT

Students' character building will be influenced by the school environment as well as their PE teacher performance. The aim of this research is to analyze and verify the influence of school environment and PE teacher performance on elementary students' character building. The qualitative method is applied in this research. There are twenty elementary schools in Semarang, including ten public schools and ten private schools that are used as research samples. The research samples are taken from five sectors in Semarang. The finding shows that the physical education subject gives significant advantages to the development of the students as well as supports students' daily activity based on several evaluations by teachers, school principals, and parents. The conclusion attributed to the research is having a supportive school environment, including facilities and infrastructures, a good proportion of objective competition, a suitable physical education teaching model that is in line with the curriculum, and having supporting and well-competent teachers working in a linear field will give positive impact to students' character building. This impact will be visible not only in school but also when the students are home as well.

Keywords: School Environment, Teacher Performance, Physical Education, Student Character

Article history

Received:
6 August 2022

Revised:
23 October 2022

Accepted:
12 January 2023

Published:
4 February 2023

Citation (APA Style): Pramono, H., Nurafiaty, S., Rahayu, T., & Sugiharto, S. (2023). The schools and physical education teachers' efforts in building the elementary students' character. *Jurnal Cakrawala Pendidikan*, 42(1), 220-231. doi:<https://doi.org/10.21831/cp.v42i1.53359>

INTRODUCTION

In terms of improving Indonesia's human resources in the future, high-quality human investment can be acquired through the education process, where education takes a major role in Indonesia's national development. Nowadays, as we live in the digital era, providing a good education will not be a hassle after all. However, while the schools are trying their best to provide the proper education, they encounter difficulties caused by the negative impact of the rapid world development in this current time. A precise solution needs to be taken in order to counter react the negative impact, which can be considered a challenge for the Indonesian government. The quality of human resources is key to increasing competitiveness between countries. "Human Development Reports," in 2017 survey was conducted around ASEAN countries as the sample reference. According to the index, Indonesia's education index ranks 7th with a score of 0.622, while the highest score was achieved by Singapore with a score of 0.832. In another survey conducted by the Global Talent Competitiveness Index (GTCI) in 2019 concerning the competitiveness ranking of human resource capabilities or talents, Indonesia was placed 6th with a score of 38.61 in the South East Asia region. This performance ranking emphasizes the education sector, including the number of aspects of formal education, vocational, literacy, reading, writing, university national ranking, scientific journals, international students, the relevance of education to the business world, number of graduated technicians and researchers, numbers of research and scientific journals. This survey

result obviously shows that Indonesia's education is still needed to be improved much higher. Thus, in the future, the competitiveness of Indonesia's human resources will be very ineffectual. Indonesian governments are required to take an immediate policy, education system, and clear target in order to regain their position over other countries, especially in the South East Asia region.

In 2022, the condition of Indonesia's education can be considered to be progressing, manifested by the start of many places of early childhood education coming up, teachers who want to make innovations in terms of the learning process, increase their competence, and many schools are creatively competing in making interesting learning and teaching model parallel to the applied curriculum set by the Ministry of Education and Culture to prevent from the children getting bored realigned with what the world needs to compete in open world globalization. The main factors affecting the development of the Indonesian education system are teachers' qualifications, the learning curriculum, the education budget, and education regulation. Meanwhile, supporting factors to improve the education quality are teacher performance, student enthusiasm while studying, and stakeholder supports. Those conditions are enhanced by the Ministry of Education and Culture, wherein 2021, four main strategies in realizing the quality of education are infrastructure and technology development, reinforcement of policy, procedure, and budgeting, reinforcement of community and cultural leadership, reinforcement the pedagogical curriculum and assessment.

The policies taken by the Ministry of Education and Culture are inseparable from the support from the Indonesian government through the Ministry of Finance, with the 2023 state budget directed at strengthening the quality of human resources by way of education. This is taken in order to encourage national productivity and strengthen the Education Program DJKN by the Ministry of Finance (2022). The same thing was correspondingly said by the Ministry of Education, Culture Research and Technology during the G-20 meeting in 2022. It was stated that the principle of cooperation is the basis for the transformation of Indonesian education, especially in the post-pandemic recovery process. Hence, with full support from the government, Indonesia will become a developed country in the Asia continent. There are many government policies to proclaim education in Indonesia to be more advanced, such as: (1) the policy of vocational school addition; (2) the development of a new curriculum, which is curriculum 2013; (3) the distribution of school facilities to a remote area, (4) teacher quality improvement, and (5) improvement of teacher welfare. With the increasingly advanced education in Indonesia, it is expected that it will increase the achievement of teachers and students in the school environment. In an effort to educate and encourage people to gain knowledge, students learn to improve behavior and habits taught by their teachers. Throughout the day, students spend their time at school. This process is very important when the school environment teacher provides an understanding of positive matters in students' minds, knowledge, and intelligence. Finally, the positive matters that students do at school will form a mindset that can influence students' behavior. According to (Idris & Frank, 2019), there are two characteristics of the building in school, which are learning inside the classroom and learning outside the classroom. Furthermore, teachers and schools have an important role in contributing to learning and developing the character of caring for the surrounding environment (Sumarmi et al., 2020).

In South Korea, the building of student character, especially in elementary schools, is influenced by: (1) the relationship between students and parents; (2) the relationship between teachers and students, and (3) volunteer activities (Chang, 2022). Those things encourage the government to participate in regulating and preparing an effective learning method. Furthermore, Chang (2022) stated that this situation shows that the school, as one of the formal education institutions in the community, is a place for the students to build their character, both in teaching and learning activities and extracurricular activities. In every activity that is attended by the students, the teacher can monitor the development of each student, being taught both the talents, competencies, and deficiencies that the student has. As a matter of fact, school is an important environment in the building of students' character. Rules, habits, and the way teachers convey something related to the activities that have been set at school will become habits of students both at home as well as in other environments. In addition, teacher competency is a determining factor in the building of students' character. If the teacher has broad insight and a lot of experience, this

will make it easier when there is a student who asks a question that will be easily answered in a random sequence by the teacher. Teachers, especially PE teachers, are those who are closest to the students. It can be said that way because the PE teacher carries out learning methods through play and physical activity that can be done inside or outside the classroom (Ntoumanis, 2001; Weiss & Ferrer-Caja, 2008). Applying the closeness interaction factor between teachers and students in the learning activity will facilitate teachers in delivering material to students. Then, the teachers will not find any difficulty in the way of embedding activities, materials, and sports practices related to the building of students' character. The results of the research conducted by (Marini et al., 2021) stated that in the context of building student' character, integration could be carried out in physical lessons, especially in elementary schools. Physical education can build students' character as shown in the figure 1.

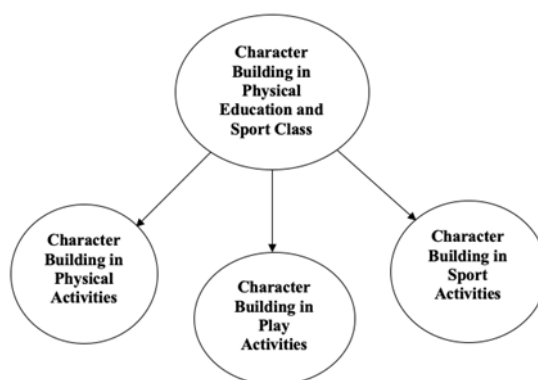


Figure 1. The way of physical Education on building students' character

Based on Figure 1 above, it is clearly illustrated that character-building through physical education lessons is very beneficial. In addition, this can also be conveyed by PE teachers through physical activities, play activities, and sports activities. This condition, of course, will be the focus of a teacher's attention to honing the talents and knowledge that a student can have. Furthermore, teachers also need to provide the understanding and work together with parents to also keep an eye on their children when at home. However, several problems arose due to a lack of coordination and no cooperation on the basic issues regarding character building carried out in the school environment, both from the education office to the school principal, the principal to the teacher, to the teacher to his students. Here the teacher's role is very important, but if a teacher still has bad habits, he cannot be a "role model" for his students. Then the quality of teachers, especially physical education teachers, is also very decisive in the delivery of material related to character building; of course, this relates to their performance while at school, both when teaching, training and giving positive examples to their students, so that one of the main objectives of learning in character building is not will be achieved because it is only limited to delivery through lectures. Therefore, with this research, the influence of the school teacher performance in building student character is expected to be the initial capital for teachers and schools in analyzing the extent to which the education provided can shape students' character through physical education lessons. Where physical education lessons are very complex lessons, meaning they consist of theory and practice both indoors and in the field, as well as activities carried out through motion, so that students will feel that they are getting new experiences both in general and in special motion. The objective of this research is to reveal the school and the PE teachers' efforts in building elementary students' characters. It would show to what extent the schools' environment and PE teachers influence and build the students' characters at schools.

METHOD

Design

This research is qualitative research, and the sampling technique uses purposive sampling. The interviews used in this research involved the research participants, and it consisted of broader sub-sections regarding facilities and infrastructure, supporting programs of physical education lessons, such as extracurriculars and social support. In addition, those things were recorded in detail. Therefore, every change that affects can be understood in depth until a consistent pattern is found (Creswell & Creswell, 2018).

Procedure

The school data was obtained through a referral from the Education Office in Semarang city. Previously, the researchers conducted a Group Discussion Forum (FGD) with *Kelompok Kerja Guru* (Teachers Association) physical education teachers in Semarang. Then these results were considered and filtered back together with the Education Office of the City of Semarang. Such as collecting school data, Group Discussion Forum (FGD), *Kelompok Kerja Guru* (Teachers Association), and filtering the data; the schools were selected based on their region. Therefore, they were the representative in the sampling for each area. Then the school was contacted, and the research was presented to the school principals, physical education teachers, and several parents of students.

Participants

This research covers twenty elementary schools covering five different regions in the city of Semarang. The research has covered twenty elementary schools from five different regions in Semarang city. They include ten public elementary schools and ten private elementary schools. In addition, twenty school principals with official status, forty physical education teachers (two education teachers for each school), and one hundred parents (five parents for each school) were involved.

Data Collection

In the data collection, the researchers held observations from several elementary schools in Semarang city. It was useful as the initial data as well as field notes. Some information was obtained, such as the degradation of students' characters after the pandemic era. The characters are such as less nationalist, have empathy for others, and impolite actions by the students. Furthermore, interviews were also conducted. They aimed to obtain information about the implementation strategy of strengthening character building and the implementation of strengthening character building in physical education learning. They were unstructured interviews with the participants. Some points were obtained from these interviews, and they were recorded and arranged in written form. The information covered the preparation of character-building strengthening activity programs (controlling, monitoring, and guiding). The last was documentation. This documentation is essential in tracking the record and objectivity of the data collection.

Data Analyzing

The data obtained from the participants, sorting and classification of data from interviews related to the main and supporting factors of the school environment and the performance of school education teachers in each school will be carried out. Then checking the correctness and meaning of the data are carried out, and this is useful in coding the results of interviews with participants. Furthermore, organizing the data regarding the dominant and not factors that really influence the formation of the character of students in elementary schools in the city of Semarang.

FINDINGS AND DISCUSSION

Findings

After conducting the observations, interviews, and documentation, the followings are the results of the present research. There are some components and assessments of each component.

The components are regarding the school environment and physical education teachers' performance in conducting the learning and teaching process. The assessments are more specific factors from the components. Take an example that there is a component of principal support. The assessment is in form of facilities and infrastructure, the principals' participation in activities or competitions, and the awards and rewards. The participants would answer yes or no based on the actual condition in their schools. The result of the research and the explanations are explained for each component.

The schools support on character strengthening

There are three aspects of the principal's component in supporting the formation of student character at school. Facilities and infrastructure, participating in activities or competitions, awards, or rewards. The 20 schools that participated in the sports facilities and infrastructure research almost filled the fields, balls, and other sports equipment, which were very supportive. The results of interviews with school principals while observing physical education learning and physical education learning activities from the point of view of facilities and infrastructure have been supported by the school. The followings are the results of the interview with the principal. "... for the infrastructure of our schools are already good. For the schools' events or activities, the field and hall are provided so the students do not need to go out to do things." "...the availability of the infrastructure in our schools really supports the character building held by our teachers. Besides the teachers can be easy to deliver the learning materials, they are also facilitated comfortably and can teach the students directly about how to maintain and use the facilities well." "... besides having good human resources, other factors can be good environment and sports infrastructure which support the teaching and learning activity." "... as the PE teacher, the complete infrastructure really helps me in delivering the material. Cultivating good characters to the students to help and cooperate each other in taking the tools, as well as assemble and disassemble the tools. They also can do the maintenance of the tools before and after use them. The students will also be confident and brave when they try the move because they feel safe due to the standardized tools."

Based on interviews with 20 school principals in participating in activities related to sports at school, they always support such as participating in regional sports and art competitions at the sub-district, city, and provincial levels, and inter-school competitions. The principals stated as follows: "... for the activity and competition plans in all levels, we always coordinate each other to join them because the activities can support and motivate the students to always be disciplined, hardworking, and responsible in order to win. If our school actively participates, the parents will trust us in educating their children.

The results of interviews with 20 school principals in the city of Semarang, on average for every student who takes part in championships or competitive activities, the school will support and the principal always facilitates. The school provides rewards both morally and materially according to the level of championships won by students. There is even one private school that provides scholarships to students who can win by bringing the school's name in terms of a competitive nature. "When there are any outstanding students, we will give them rewards in a form of scholarship from the school or even collective funding from teachers such as money or things. The students' interest can be more disciplined in studying and hardworking to compete to be the best." "...the students will feel motivated by seeing their friends get the rewards in a form of scholarship and their curiosity will increase. Some of them have already tried to deepen their interest through joining the extracurricular activities at school."

The performance of physical education teachers on building students' character

Physical education teachers have integrated character values into physical education subjects. Physical education teachers will use an effective and active learning approach strategy that is adapted to the conditions of their students. Learning physical education teachers agree to use physical activity and student playing activities as a medium in character building. The following are the interview data that the researchers have regarding the learning materials provided by the PE teachers. "... The lesson plans I make is always adjusted with the current curriculum. We will insert the character values on each learning activity from the introduction to the assessment part."

“... The lesson plans I make have contained character building from the determination of achievement indicators to the evaluation. We always start teaching and learning activities by giving the students guidance and motivation. In addition, as teachers, we also demonstrate the moves we will learn first.”

In practice, the physical education teachers have already drafted a competition calendar in which their students will participate, and this is considering that the physical education teacher has participated in the previous year. In the way we see the previous experience, the physical education teacher has conducted an evaluation, and this has been conveyed to the school, in this case, the school principal. In the implementation of learning the physical education teacher has also carried out students who will be “prospective” athletes or who have talent in sports, so that there is related follow-up regarding students who have been selected as potential athletes and the school is ready to support them. “... as the PE teacher, I always wait for and predict the month of POPDA (Regional Students Sports Week) and other competitions by coordinating with other teachers and principals.” “The PE teacher always becomes the coach of the extracurricular activities to monitor their talent and development. The students who have the talent will be recorded and reported to the principals.”

Students are used to reading prayers before learning begins. Students are aware of the tasks that have been given by the teacher. A persistent, tough spirit has been shown by students in participating in Physical Education practice. In the process, student motivation has been formed while participating in physical education lessons and applied to other lessons. Students are used to greeting and greeting the teacher after learning is over (respecting older people). Some students often ask questions because something is not being understood during physical education learning; this shows that a critical spirit in students has emerged. “... the most important thing is that, we, as the teachers might be the students’ role models. We should teach them good values for them to build their characters. The implementation of the character values in physical education learning does exist, they are such as disciplined, sportsmanship, honesty, and other values. All those values are taught in hope that the students will get used to the good values at home or their environment.” “... the punishment is given when the students are guilty. The punishment is in a form of physical exercise or other things that can hone their creativity. Those can be running in the field or demonstrating the calisthenics (according to the material on the day). Here, I teach the students to be disciplined and responsible in everything.”

The teacher has prepared a lesson plan that is adjusted to the conditions of the facilities and infrastructure owned by the school. Every material that will be delivered will apply character values; here, the role of the school principal is also to help assess the assessment of the teaching material that will be delivered to students. Everything will be conveyed to students, and the teacher also explains in detail so that the learning objectives will be understood by students. The attitudes and students’ behavior show a better direction. The physical education teacher provides a stimulus when starting the lesson. The following is the interview result with other teachers regarding the PE teacher’s learning strategies. “... the PE teachers’ teaching strategies are excellent, if I see the students in sports learning, they do not want to stop learning. They always seem happy and actively participate.” “... the use of learning model and approach is adjusted with the current condition. As PE teacher, we should give habituation and exemplary to the students. For example, they must not leave the learning place before it is cleaned and habituate them to smile-greet-handshake.”

Parents see changes that are indirectly witnessed by their children, such as telling what the teacher teaches. The cooperation between the teacher and parents in building the students’ character is a must. “... teacher will give the report of students’ development to the parents periodically so we as the parents can monitor our children at home to build their characters.” “... the children grow happily. They tend to be more excited in living the healthy life by moving even though they sometimes play their gadgets to relax and entertain themselves.” Assessment in terms of learning physical education makes students more enthusiastic about participating in learning other subjects. Assessment of parents of students in terms of application in home life, of course, in terms of basic movements, students can make movements well and without interruption.

Discussion

A study conducted by (Erdal & Strømsø, 2018) showed that school buildings and classrooms affect student academic achievement. This was also emphasized by (Jónsson et al., 2021) as they stated that the highest academic goals are the development of the personality of students by changing their attitude from negative to positive, bad character to noble, including morality. It is very clear from the statement stated above that many factors, both academic facilities, and abilities, will make a person change and form good behavior habits. In its journey, the supporting factors at school consist of good performance between school principals, teachers, and teaching staff, interaction and communication between teachers and students, quality learning processes, support from parents of students in carrying out regulations, adequate facilities, and infrastructure. It is corresponding with what (Lopes et al., 2013) have stated that the purpose of character building is to overcome student behavior. In addition, character building is a component of increasing students' affective values. The following are the values of character building in Indonesia, namely: (1) religious; (2) honest; (3) tolerance; (4) discipline; (5) hard work; (6) creative; (7) independent; (8) democratic; (9) curiosity; (10) nationalism; (11) love for the motherland; (12) respect; (13) friendly; (14) peace-loving; (15) care for the environment; (16) social care; and (17) responsibility. The value of character formation also comes from religious teachings, such as honesty, trustworthiness, conveying, and intelligence (Suud & Subandi, 2017). Components in schools, from the principal to the teacher, must support the implementation of education and character building, as illustrated in the chart below.

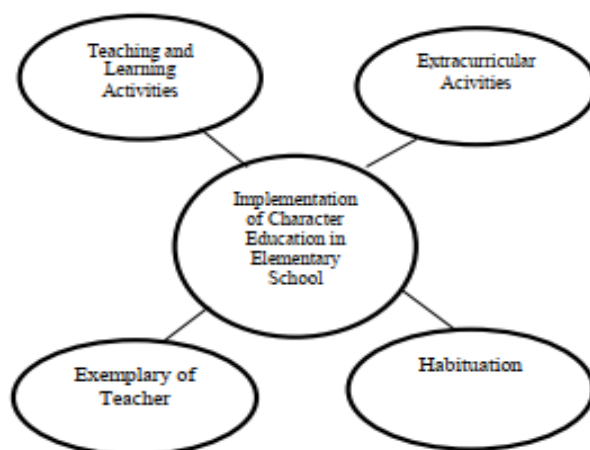


Figure 2. Implementing character building

As shown by Figure 2 above, it can be concluded that there are four components in implementing character building. Character building through teaching and learning activities, in physical education lessons, this method can be carried out through theory and practice developed in various physical activities designed in such a way that can be related to everyday life. Character building through the example of the teacher, the teacher can be a real example in instilling character in students. Character building through habituation, a real example of behaving and behaving at school when teaching practice in physical education lessons. Character building through extracurricular, by participating in extracurricular activities is expected that students can foster creativity, independence, talent, interest. In the future, the existence of a school environment can create rules that are firm and can be practiced by all components of the school but do not eliminate student creativity; then, the school will become a second home for students. It is very easy for teachers to shape the character of their students. There are three aspects of the principal's component in supporting the formation of student character at school; Facilities and Infrastructure, Participating in Activities or Competitions, and Awards or Rewards.

One of the supporting factors to trigger student development is social support. Social support can be defined as encouragement that has an influence on the psychological, social, and emotional experiences of children, including family, teachers or coaches, and peers. With proper assistance

felt by students, this will affect motivation which will encourage changes in behavior in these students. This social support will also contribute to one's mental health and endurance in dealing with problems (Ruisoto et al., 2020). This form of social support can be in the form of material, advice, information, and behavior obtained from close relationships (Xiao et al., 2020). Social support will also dispel fear (Ferreira et al., 2019). It is expected that students or individuals who receive social support will form a positive motivational energy and change bad behavior. The family environment is the first education when children get influenced and experience the world. (Freeks et al., 2015) Concluded that the environment greatly influences the formation of character. Parents are the main teachers who teach good things and tell bad things. The role of the family is very important for the life of children; activities in it will affect the nature and behavior of a child. However, students get a greater influence from the family than the teacher (Martín-Gutiérrez et al., 2017). This is also confirmed by studies that state that family support can effectively help students overcome difficult things and stress and prevent health problems (J. Chang et al., 2020). Parents play an important role in the psychology of children, both in educating children and influencing habits in their families (Lowe & Dotterer, 2018). On the other hand, the factor of teachers can provide health, both physical and psychological (Zhou, 2020). The results of another study also found that emotional support from the family would provide psychological resilience for students (Mai et al., 2021). Having good social support will have a beneficial effect on maintaining health and stabilizing a child's "mood". In addition, peer support can also provide an intrapersonal relationship that can be trusted to help individuals reduce perceived stress (Orcid et al., 2020). Then, teacher support through social media also influences students effectively (Wu & Song, 2019).

National education has the function of developing capabilities and forming dignified national character and civilization in the context of educating the nation. Therefore, physical education teachers have a very large role in developing the character formation of the students being taught (J. Chang et al., 2020). This was underlined (Adi, 2019) that the role of the physical education teacher is very influential in building student character, but this needs to be considered from the goal of the quality of the physical education teacher who teaches through physical activity and sports as a medium or tool in learning. However, the results of research conducted by (Sin & Cahyani, 2022) said otherwise, that character values do not have an impact on improving student learning outcomes in physical education lessons. Of course, the implementation of character development carried out by physical education teachers is inseparable from the competencies they have, such as pedagogic, personal, social, and professional competencies, these four things that will produce students with good character. The teacher can be a leader, coordinator, and communicator who will communicate either with body language or gestures, voice, or certain movements (Sanusi et al., 2021). It is necessary to understand that the purpose of integrating character building is expected to improve learning outcomes and student attitudes to lead to better results.

Physical education lessons can build student character through the activities included in the lesson. Moreover, supported by the active participation of students in learning physical education will shape the character of students in a positive direction. Furthermore, realizing character, which is one of the character development of students, can also be done through participation in sports with the teacher (Hagiwara et al., 2020). There are two types of character in the sports environment, namely social values (social character) and moral values (moral character). This is confirmed by the statement (Supriyadi, 2019) that physical education teachers can integrate character building because sports are developed through communication skills, empathy, and social character, which involve teamwork and loyalty, meaning that through physical activity can teach students in developing personality, and social responsibility so that it will form a complete personality that is effective. According to (Gatsis et al., 2021), physical education lessons can effectively shape the character and emotional intelligence of students. Furthermore, physical education lessons also help students to form an active lifestyle. There are many benefits when students take physical education lessons; this will stimulate brain power and provide movement experiences and make participants more physically active. Indirectly, having physical education lessons will make children increase their physical activity because many health organizations recommend that children aged 5-17 years do physical activity for at least 60 minutes a day. However, data obtained in middle-income countries or Low and Middle-Income Countries (LMICs) face health problems and low levels of

physical activity. This is in line with the results of a study conducted by (Zhan et al., 2021) on the importance of physical education classes in increasing physical activity in students. This idea is also heightened by (Kumar, 2018) as he stated that the role of physical education is 1) Physical education has a positive effect on student's health, 2) Physical education can promote and provide opportunities for physical activity in students, 3) students are physically more focused, ready to learn and contribute to the health of their school environment. Of course, this must be supported by trained teachers; schools have adequate facilities and a sustainable curriculum. So that students who are taught can maintain a healthy lifestyle and have good character.

Based on interviews between researchers and school principals and parents, student character can be seen when dealing with other teachers; this can be seen when having conversations and behavior. Meanwhile, at home, when interacting with their parents, they can assess changes from unusual things. On average, the parents who are participants convey the behavior of students, and the religious side of their children can be seen in their daily lives. Based on the results of interviews conducted by researchers with school principals about the results of strengthening and building character, especially from learning physical education, it makes students more enthusiastic about participating in learning other subjects. This is because learning physical education makes children fresher and enthusiastic, as if their bodies do not feel tired after doing activities.

The development of children's character is influenced by age; the formation of this character must be taught through positive learning and activities. Factors that influence student character are divided into 3, namely: 1) Internal factors, 2) Relational or relationships between parents, teachers, and peers, and 3) "Voluntary" student activities. The environment also affects the morale of a child (Tang et al., 2019). Then, the school environment and level of education also affect student morale. Changes that occur in student character need to be identified by parents, not only looking at one side of the factor but the students' intrapersonal relationships with peers and student activities. This was emphasized by (H. Chang, 2022), who stated that there are three types of groups regarding the type of character in students, namely; (1) immature; (2) Normal; and (3) Adult. This is a sub-character that starts from personality, relationships, community, and emotional relationships. Every characteristic that is attached to the child's personality will become a pattern of behavior that lasts a long time and will be generalized to become characteristic of the child (Diggs et al., 2016).

Based on the description above, it was revealed that the assessment of the physical education teachers from the 20 schools that were the sample of the study showed a strengthening of the character of their students. This can be seen starting from the preparation and planning of teaching materials, support both internal to the school, which includes the principal, elements within and external in participating in outside activities, and parents of students who have given good results to their children. Therefore, the components needed in the formation of a child's character can be carried out at school with a plan prepared by the school. This is evidenced by; (1) Doing habituation is the easiest thing to do in order to integrate character building into students through physical education lessons; (2) Giving rewards and mementos as a form of support and instilling awareness to appreciate the achievements of students who get special achievements in sports; (3) Habituation and greetings are always made to physical education teachers and other teachers and extracurricular trainers at the school; (4) The implementation of extracurricular activities is fully supported by the principal by providing and providing appropriate incentives to coaches who are the mainstay of the school; and (5) Conduct an evaluation by asking the physical education teacher directly whether there are any obstacles or problems during the lesson.

CONCLUSION

Based on this research, it can be concluded that 20 schools, both public and private elementary schools and physical education teachers in Semarang, have carried out their duties in planning, strategy, and implementing programs that have been formed in instilling character in their students. School support, teacher performance, and educational strategies are very influential in strengthening student character. The principal has set an example in strengthening the character of his students and even teachers well so that in the future other schools can imitate or duplicate the

system that has been formed from the 20 schools that were the sample of this research in the context of character building.

ACKNOWLEDGEMENTS

Researchers give high appreciation and gratitude to the teachers group of physical education teachers in Semarang and 20 schools who have made an invaluable contribution to this research. Semarang State University for providing support in this research

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