Jurnal Pendidikan Jasmani (JPJ)
Vol. 7, No.2, Oktober 2026
ISSN: 2723-2816 (Online)

The Role Of Teachers In Forming Students' Character In Physical Education Learning At Ahmad Yani Batu Middle School

Desta Hendra Wahyudi [1], Wiwik Kusmawati [2]

[1,2] Physical Education, Health, and Recreation Study Program/Faculty of Exact Sciences and Sports, Insan Budi Utomo University, Jl. Simpang Arjuno No. 14B, Kauman, Klojen District, Malang City, Jawa Timur, 65119, Indonesia

Abstract

This study aims to analyze the role of Physical Education and Sports (PJOK) teachers in developing students' character at Ahmad Yani Batu Junior High School. Character is an important character value that needs to be instilled from an early age, and PJOK teachers have a strategic role in instilling it through physical activities, games, and rules in learning. The research method uses a qualitative approach with data collection techniques through observation, interviews, and documentation studies. The research subjects include PJOK teachers and students. The results show that PJOK teachers act as models, guides, and evaluators in developing students' character through the application of rules, providing examples, and positive and negative reinforcement. Supporting factors include school support and student enthusiasm, while obstacles include limited facilities and differences in student backgrounds. The implications of this study emphasize the importance of collaboration between teachers, parents, and schools in strengthening students' character formation.

Keywords: *Teacher, Physical Education, Character*

Correspondence author: Desta Hendra Wahyudi, Universitas Insan Budi Utomo, Indonesia.
Email: *destahendra311223@gmail.com*

Jurnal Pendidikan Jasmani (JPJ) is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

INTRODUCTION

Education is a key element in shaping the character of each student. Therefore, teachers must play a special role in shaping students' fundamental character from an early age. A student's knowledge and understanding of a subject matter do not define them in everyday life. Mastery of skills and good attitudes are indicators of successful learning and educational goals. Teachers with good character have the opportunity to develop ethically sound students. Teachers must also serve as role models to instill good character values, which must be developed to serve as examples for their students.

The goal of physical education is to develop physical fitness, motor skills, knowledge, social skills, and aesthetics. Physical fitness encompasses physical fitness, organic fitness, and motor fitness. Physical fitness concerns body and mental proportions, the relationship between bones, fat, muscles, height, and weight. Organic fitness encompasses the efficiency of bodily organs such as the heart, lungs, kidneys, liver, and so on. Agility, strength, balance, and flexibility are all related to a person's motor fitness. Physical education focuses not only

on movement but also on social development. This is where the study of student character and behavior is taught through the physical education learning process.

Character is everything a teacher does to influence a student's character. Therefore, a person with character is someone who possesses pure and positive moral qualities. Students with character are synonymous with personality. Personality is considered a person's unique traits or characteristics, stemming from the formations received from their environment, such as childhood family and innate traits.

Student behavior is defined as the sum of an individual's (student's) concrete actions influenced by psychological and external factors that direct them to select and use desired goods. This definition contains two important elements of student behavior: the decision-making process and physical activity, all of which involve individuals in assessing, acquiring, and using goods and services economically.

The teacher's role in shaping student character is more evident during the teaching and learning process. Students will always imitate the teacher's actions, whether in their behavior, appearance, speech, or other ways. This is also more evident when teachers teach outdoors. Outdoor learning is often conducted by physical education and sports (PJOK) teachers. PJOK teachers are often favored by students at school. Physical education lessons are highly anticipated because during these lessons, students are free to express themselves, channel their talents and interests, and engage in movements such as walking, running, jumping, and so on.

The challenge is that students must be properly trained to develop behavior, inherent patriotism, discipline, responsibility, broad-mindedness, optimism, a deep spiritual outlook, and strong nationalism. These character traits must be internalized in each individual through education at school and university. Physical education, as a school subject, plays a strategic role in the internalization of good character.

Based on these challenges, this study aims to determine the role of teachers in shaping student character through physical education instruction at Ahmad Yani Batu Middle School.

METHOD

The type of research used by the researcher in this study was qualitative research. Qualitative research aims to understand phenomena experienced by research subjects, such as behavior, perception, motivation, actions, etc., holistically, and through descriptive means in the form of words and language, within a specific context. This research was conducted at Ahmad Yani Batu Middle School, specifically with 8th-grade students.

RESULTS AND DISCUSSION

Result

Character is the psychological, moral, and ethical traits that distinguish a person from others. The following are the results of the character and behavior assessment of students at Ahmad Yani Batu Middle School for the 2024/2025 academic year:

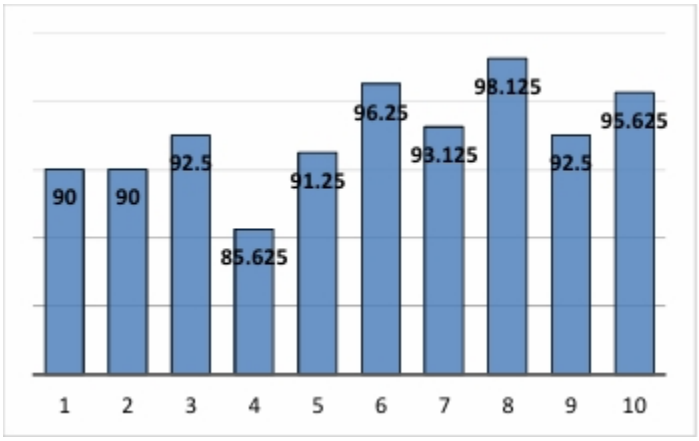


Figure 1. Presentation of Teacher Respondent Questionnaire

Based on the research results above, the character of students at Ahmad Yani Batu Middle School in the 2024/2025 academic year is categorized as very good, with a teacher questionnaire score of 1485 and a percentage of 92.81%, indicating excellent character. The following is the assessment of student respondents, with the results:

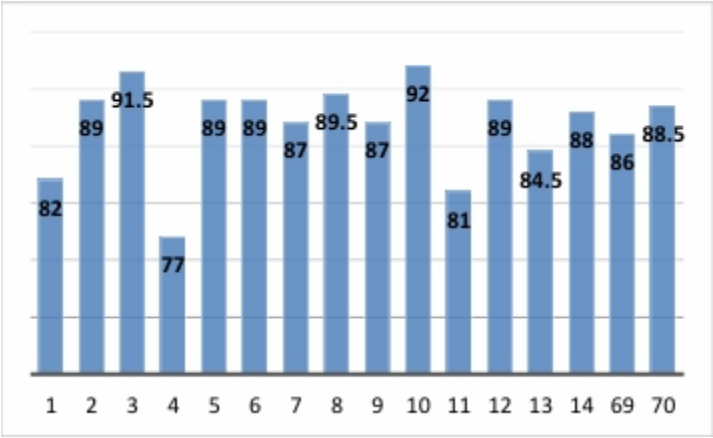


Figure 2. Student Respondent Presentation

The student questionnaire results showed that student character and behavior scored 12341, achieving a percentage of 88.15% (excellent). This means that there is not much difference between the teacher and student questionnaire results.

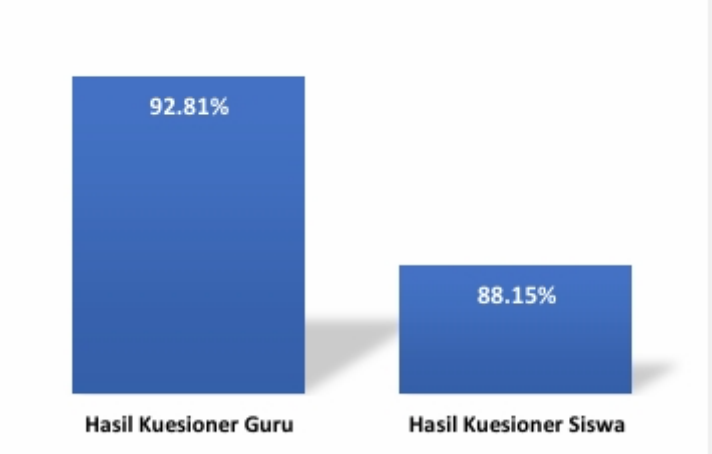


Figure 3. Teacher and Student Questionnaire Results

The questionnaire results above are supported by interviews. The findings at Ahmad Yani Batu Middle School regarding student character at the time showed that students were still being coached and guided by teachers. Some students exhibited both good and bad character traits, where students were encouraged to practice honesty, for example, by visiting sick students.

Another finding at Ahmad Yani Batu Middle School was that students were taught honesty and were not allowed to cheat. Furthermore, students were encouraged to be independent and responsible for the assignments assigned by their teachers. Students also demonstrated their creativity in learning when given practical contexts in the field, where students acted according to their creativity.

The results of the study at Ahmad Yani Batu Middle School showed that teachers served as role models for changing student behavior for the better. Religious character was demonstrated through prayer activities, and teachers acted as advisors. Furthermore, students were also honest due to the habits they had developed. Students also obeyed rules out of fear of punishment from their teachers.

The role of physical education (PJOK) teachers in shaping student character is crucial. They serve as role models. They act as facilitators, consistently providing opportunities for students to participate actively in learning. Teachers act as role models, consistently igniting students' talents and interests, never labeling them stupid or naughty, and encouraging them

to achieve. Teachers implement a playful learning context, fostering a greater appreciation for physical education (PJOK) learning.

The supporting and inhibiting factors in the implementation of physical education, sports, and health in shaping student character and behavior at Ahmad Yani Batu Middle School in this study include the presence of competent teachers, who play a crucial role in educating not only academically but also in shaping student character. The inhibiting factor is the rapid development of technology, which infects children with the developments and advancements of the times.

Discussion

Character education is a highly complex aspect of improving the quality of the nation, related to the recent moral crisis. With the decline in morals and ethics, especially among students, schools are required to instill and develop positive values to shape their character. Education serves not only as a place to develop intellectual abilities, but also as a means of fostering character development.

Based on observations at Ahmad Yani Batu Middle School, the character and behavior of students exhibited positive traits, while others exhibited negative ones. The emerging character and behavior were religious, with students praying according to their respective religions. Students demonstrated a sense of responsibility for their teachers' responsibilities, including assignments beyond academics. Students also enthusiastically participated in physical education (PJOK) lessons, while some showed a casual attitude. Another finding was that students engaged in questioning on topics they were unfamiliar with, while others remained silent. Students also appeared independent when changing clothes, arriving at the field, and responding to questions about the breakfast and drinks provided during PJOK hours. Students demonstrated their creativity by utilizing used materials as learning aids for physical education (PJOK).

1) Disciplined Character

The consistency of Physical Education (PJOK) teachers in implementing the rules and procedures agreed upon with students is a key factor in fostering discipline. Based on observations and interviews, PJOK teachers at Ahmad Yani Batu Middle School consistently enforce rules before, during, and after lessons. For example, students are required to line up neatly, prepare their sports equipment, and follow warm-up instructions in an orderly manner. These rules are implemented repeatedly and impartially, so students become accustomed to the structure of regular learning.

This consistency creates a predictable learning environment, where students understand the consequences of breaking the rules. Teachers not only reprimand undisciplined students but also provide positive reinforcement such as praise or rewards for students who comply. This aligns with behaviorist theory, which emphasizes the importance of consistency in habit formation (Skinner, 1953). Furthermore, implementing clear procedures—such as the sequence of activities (warm-up, main activity, cool-down) and game rules—helps students internalize the value of discipline.

However, several challenges were encountered, such as students sometimes being negligent or not taking the rules seriously. Teachers address this with a persuasive approach, reminding students of the importance of discipline not only on the field but also in everyday life. Thus, consistent teacher enforcement of rules not only fosters discipline during physical education lessons but also instills the values of responsibility and order in students' lives.

The Impact of Teacher Consistency on Student Discipline:

a) Formation of Positive Habits – Students become accustomed to automatically following rules.
b) Increased Responsibility – Students learn that every action has consequences.
c) Instilling the Value of Independence – Students are able to regulate themselves according to rules without constant supervision.

Thus, the consistency of physical education (PJOK) teachers in enforcing rules contributes significantly to the development of students' disciplined character, which is beneficial not only in sports learning but also in their social and academic lives.

The implementation of clear rules and regulations by Physical Education (PJOK) teachers is an effective strategy in developing students' disciplined character. At Ahmad Yani Batu Middle School, the PJOK teachers have established a number of rules that students must adhere to during sports activities, including:

(1) Punctual Arrival

Students are required to be present on the field before the start of class and line up to instill discipline in students. Late arrivals are subject to consequences, such as additional physical tasks (e.g., running laps around the field), which aims to teach students the importance of respecting time. This aligns with Covey's (1989) opinion that time discipline is the foundation of effective self-management.

(2) Dressing According to Regulations

Students must wear neat sports uniforms and appropriate shoes to avoid injury and instill a professional attitude in sports. Teachers consistently remind students who do not meet dress standards, even imposing minor sanctions such as being excluded from games until they meet the requirements. This habit teaches students to obey the rules and maintain their appearance as part of their responsibility.

(3) Ethics in Competition (Sportsmanship)

During competitive sports activities, teachers emphasize the values of fair play, such as respecting opponents, accepting defeat graciously, and not cheating. Students who violate the principles of sportsmanship are given direct reprimands and engaged in discussions about the importance of integrity. This approach supports Lickona's (1991) theory that sports are an ideal medium for addressing challenges faced by some students who still show resistance, such as excuses such as forgetting to wear their uniforms or being undisciplined with time. Teachers address this with an educational approach, for example through personal coaching or collaboration with parents for home supervision.

Thus, the establishment of consistent rules by PJOK teachers not only creates an orderly learning environment, but also instills sustainable values of discipline in students' lives.

2) Responsible Character

The implementation of the character of responsibility in Physical Education and Sports (PJOK) activities for 8th-grade students at Ahmad Yani Batu Middle School is evident in various aspects of the activity. The PJOK teacher plays a central role in fostering a sense of responsibility through habituation, supervision, and assignments that develop students' awareness of their respective roles. Sports activities begin with assigning roles and tasks to students, such as setting up sports equipment, tidying the field, and leading prayers or warm-ups.

The teacher entrusts students to take turns carrying out these responsibilities. This fosters a sense of ownership in the activity and teaches them not to rely entirely on the teacher. During core activities, students are guided to take responsibility for their attitudes and actions, both when playing individually and in groups. In team games such as ball games or mini futsal, students are taught to complete their respective tasks, avoid blaming others when mistakes occur, and are willing to admit mistakes. The teacher also trains students in the care and maintenance of sports equipment. Before and after

activities, students are asked to check the condition of the equipment, use it carefully, and store it neatly.

3) Independent Character

Physical Education and Sports (PJOK) activities in the eighth grade at Ahmad Yani Batu Middle School not only focus on improving students' physical abilities but also play a crucial role in developing social character, particularly the value of independence. The PJOK teacher actively implements various strategies that encourage students to be independent, both in practice and in team games. In each sports session, the PJOK teacher selects activities that require students to be independent. Activities such as small ball games, relay races, team games, and variations of traditional games like gobak sodor are designed so that students cannot complete them individually. They need to coordinate, share roles, and combine strategies to succeed. Before beginning the activities, the teacher provides guidance on the importance of independence. The teacher emphasizes that winning is not the sole goal, but rather how the team supports each other and actively participates.

CONCLUSION

The character education of eighth-grade students at Ahmad Yani Batu Middle School in Physical Education and Sports (PJOK) learning is realized through the instillation of core character values such as discipline, responsibility, and independence. The PE teacher plays a crucial and strategic role in fostering student character through focused, enjoyable physical education activities that are imbued with character education values.

ACKNOWLEDGMENT

Thank you to the Ahmad Yani Batu Middle School, which has permitted us to collect data so that this research could run well.

REFERENCES

Aisyah, N., & Putra, R. (2021). Character education in physical education learning. *Journal of Physical Education Research.*

Anwar, K., & Sari, D. (2022). Teacher role in character education implementation in schools. *Journal of Educational Development.*

Arifin, Z., & Hidayat, T. (2023). Physical education and student character development. *Journal of Sport Pedagogy.*

Budianto, H., & Saputra, M. (2021). Implementation of character education in physical education. *International Journal of Education.*

Darmawan, A. (2022). Teacher strategies in strengthening student character. *Journal of Educational Research.*

Fadilah, N., & Rahman, A. (2024). Character education through sports learning. *Journal of Physical Education and Sport.*

Gunawan, I., & Pratama, R. (2021). The role of teachers in building student character. *Journal of Educational Science.*

Hidayat, R., & Suryadi, A. (2023). The importance of character education in schools. *Journal of Education and Learning.*

Irawan, D., & Nugroho, A. (2022). Physical education as character building. *Journal of Sport Education.*

Kurniawan, A., & Wibowo, T. (2023). Teacher influence on student character development. *Educational Research Journal.*

Lestari, P., & Mahrus, M. (2024). Peran guru dalam pendidikan karakter siswa. *Journal of Nusantara Education.*

Maulana, R., & Hadi, S. (2022). Character education through sports activities. *Journal of Physical Education.*

Nugraha, A., & Prasetyo, B. (2023). Building student character through school programs. *Journal of Educational Management.*

Prasetyo, Y., & Putri, A. (2024). Implementation of character education in physical education learning. *Journal of Sport Education.*

Rahmawati, D., & Lestari, S. (2022). Teacher role in shaping student discipline. *Journal of Education Studies.*

Saputra, R., & Hidayah, N. (2023). Physical education and student moral development. *Journal of Physical Education.*

Setiawan, B., & Nugroho, D. (2021). Character education through physical education learning. *Journal of Educational Science.*

Suri, S., Penu, M., & Bate, N. (2024). Peranan guru pendidikan jasmani dalam membentuk karakter siswa. *Jurnal Citra Magang dan Persekolahan.*

Wulandari, S., Kurniawan, F., & Afrinaldi, R. (2022). Peran guru pendidikan jasmani dalam pembentukan karakter siswa. *Jurnal Ilmiah Wahana Pendidikan.*

Yusuf, M., & Rahmat, A. (2023). Character education in physical education learning. *Journal of Sport Science.*