

**BUKTI KORESPONDENSI ARTIKEL PADA JURNAL
INTERNASIONAL BEREPUTASI**



PENGUSUL
Dr. Harry Pramono, M. Si / NIDN 0019105905

UNIVERSITAS NEGERI SEMARANG

Yth. Penilai
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Bersama dengan surat ini, saya bermaksud menyertakan bukti bukti korespondensi proses artikel pada Jurnal Internasional dengan judul “The schools and physical education teachers’ efforts in building the elementary students’ character”, yang dimuat pada Cakrawala Pendidikan, edisi Vol. 42 No. 1, 4 February 2023, ISSN (p): 0216-1370 , ISSN (e) : 2442-8620, hal : 220-231.

Adapun susunan kronologi bukti korespondensi terdiri dari beberapa poin, pada tabel di bawah ini:

No	Tanggal	Aktivitas
1.	19 September 2022	Pembuatan akun, submit artikel pada sistem OJS
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4.	18 November 2022	Mengirimkan artikel revisi melalui OJS
5.	6 Januari 2023	Mendapatkan revisi dari Reviewer (Round 1) melalui OJS
6.	27 Januari 2023	Mendapatkan notifikasi revisi kembali dari Editor melalui OJS
7.	27 Januari 2023	Mendapatkan notifikasi revisi kembali dari Editor melalui OJS
8.	28 Januari 2023	Mendapatkan revisi ke 2 (Round 2) dari Reviewer melalui OJS
9.	1 February 2023	Mengirimkan paper revisi (Round 2) melalui OJS-Editor Decision
10.	9 February 2023	Mendapatkan feedback invoice dari Editor in chief pelunasan fee publish melalui email
11.	28 Februari 2023	Layout PDF terpublish pada laman jurnal dan OJS
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Harry Pramono

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Judul : The schools and physical education teachers' efforts in building the elementary students' character"
Jurnal : Cakrawala Pendidikan
Volume : 42
Nomor : 1
Tanggal publikasi : 4 February 2023
ISSN (p) : 0216-1370 (print)
ISSN (e) : 2442-8620 (online)
Hal : 220-231
Penerbit : Universitas Negeri Yogyakarta
SJR jurnal : 0.242 (2021)
Quartile : Q3 (Scopus)
SNIP : 0.730 (2021)
Cite Score : 1.7 (2021)
Penulis : Harry Pramono, Suastika Nurafiati, Tandiyo Rahayu, Sugiharto

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Indonesia

Universities and research institutions in Indonesia

Media Ranking in Indonesia

COUNTRY	SUBJECT AREA AND CATEGORY	PUBLISHER	H-INDEX
Indonesia	Social Sciences Education	Universitas Negeri Yogyakarta (Yogyakarta State University)	8

PUBLICATION TYPE	ISSN	COVERAGE	INFORMATION
Journals	02161370, 24428620	2018-2021	Homepage How to publish in this journal burhannurgiyantoro@gmail.com

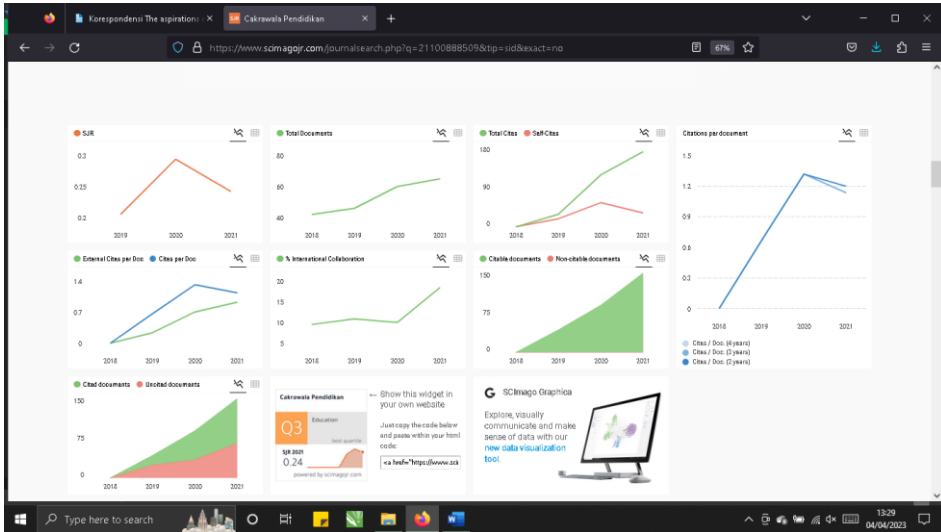
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Pembuatan akun dan submit Artikel pada sistem OJS, [19 September 2022]

Printed ISSN : 0216-4370 | Online ISSN: 2442-8620

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#53359 Summary

SUMMARY REVIEW EDITING

Submission

Authors	Harry Pramono, Suastika Nurafati, Tandiyu Rahayu, Sugiharto Sugiharto
Title	The influence of physical education teacher performance on elementary students' character building
Original file	53359-150884-1-SM.DOCX 2022-09-19
Supp. files	None
Submitter	Harry Harry Pramono
Date submitted	September 19, 2022 - 07:38 PM
Section	Articles
Editor	Soni Nopembri, Ph.D.
Abstract Views	0

Submission Metadata

Authors

Name	Harry Pramono
Affiliation	Universitas Negeri Semarang
Country	Indonesia
Competing interests	—
Bio Statement	Pendidikan Jasmani Kesehatan dan Rekreasi, Fakultas Ilmu Keolahragaan
Principal contact for editorial correspondence.	

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Affiliation	STKIP YPUP Makasar
Country	Indonesia
Competing interests	—
Bio Statement	—

Name	Tandiyu Rahayu
Affiliation	Universitas Negeri Semarang
Country	Indonesia
Competing interests	—
Bio Statement	—

Name	Sugiharto Sugiharto
Affiliation	Universitas Negeri Semarang
Country	Indonesia
Competing interests	—
Bio Statement	—

Title and Abstract

Title
The influence of physical education teacher performance on elementary students' character building

Abstract
Students' character building will be influenced by the school environment as well as their physical education (PE) teachers' performance. The aim of this research is to analyse and verify the influence of school environment and PE teacher performance on elementary students' character building. There are 20 elementary schools in Semarang, but only 10 public schools and

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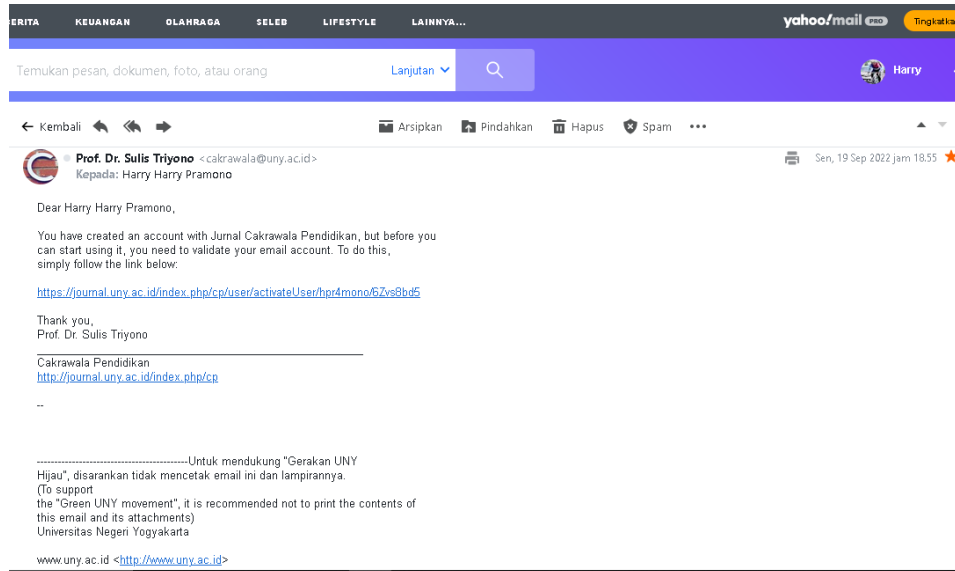
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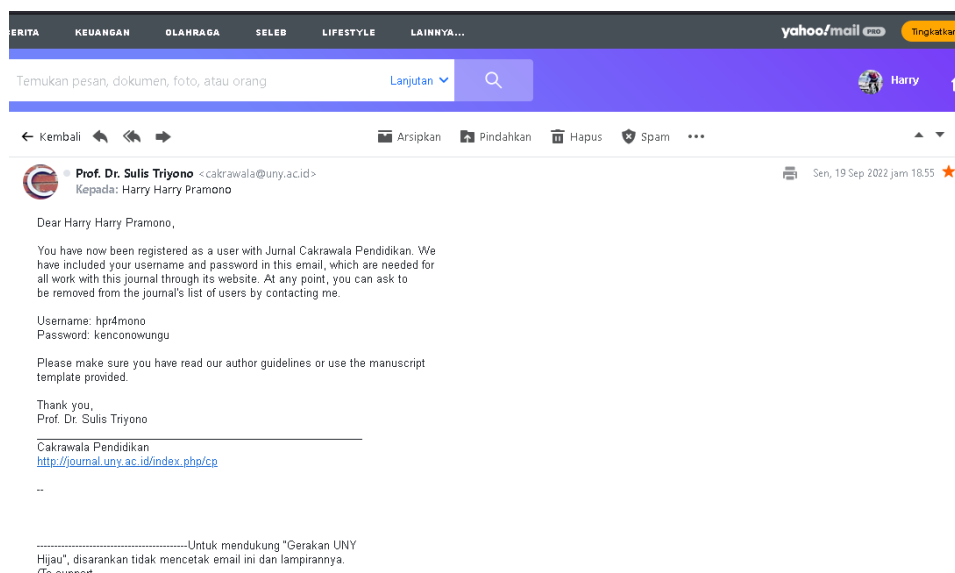
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Ser, 19 Sep 2022 jam 19:39 ★

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#53359 Review

SUMMARY REVIEW EDITING

Submission

Authors: Harry Pramono, Suastika Nurafati, Tandiy Rahayu, Sugiharto

Title: The influence of physical education teacher performance on elementary students' character building

Section: Articles

Editor: Soni Nopembri, Ph.D.

Peer Review

Round 1

Review Version: 53359-150008-1-RV.DOCK 2022-09-19

Initiated: 2022-12-23

Last modified: 2023-01-20

Uploaded file: Reviewer A 53359-159908-1-RV.DOCK 2023-01-06

Editor Version: None

Author Version: 53359-154075-1-ED.DOCK 2022-11-18

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Pengaruh Lingkungan Sekolah dan Kinerja Guru Pendidik Terhadap Pembentukan Karakter Peserta Didik di Sekolah.

Harry Pramono*, Suastika Nurafati, Tandiy Rahayu, Sugiharto,
Universitas Negeri Semarang, Indonesia

Email : hpr4mono@mail.unnes.ac.id dan hpr4mono@yahoo.co.id

Abstrak

Kondisi lingkungan sekolah dan kinerja guru pendidikan jasmani akan mempengaruhi pembentukan karakter siswa di sekolah tersebut. Kajian penelitian ini bertujuan untuk menganalisis dan memverifikasi pengaruh dari lingkungan sekolah dan kinerja guru pendidikan jasmani terhadap pembentukan karakter peserta didik di sekolah. Terdapat 20 Sekolah Dasar di Kota Semarang yang terdiri dari 10 sekolah berstatus negeri dan 10 sekolah berstatus swasta yang menjadi sampel penelitian. Sampel diambil berdasarkan *cluster random sampling* yang terbagi dari 5 wilayah Kota Semarang. Metode kualitatif dilakukan dalam penelitian ini. Temuan menunjukkan bahwa pembelajaran Pendidikan jasmani memiliki dampak positif yang banyak dalam tumbuh kembang anak serta melancarkan aktifitas sehari-hari anak berdasarkan penilaian dari beberapa sumber antara lain: guru, kepala sekolah dan orang tua. Kesimpulannya adalah dengan lingkungan yang mendukung yang terdiri dari: sarana dan prasarana, tingkat persaingan yang obyektif, model pembelajaran

pendidikan jasmani yang sesuai dengan kurikulum dan didukung oleh guru yang berkompeten yang sesuai dengan bidangnya akan memberikan hasil yang positif dalam pembentukan karakter siswa melalui pelajaran pendidikan jasmani. Hal ini juga akan berdampak pada kepribadian siswa saat disekolah maupun dirumah.

Kata Kunci : Lingkungan Sekolah, Kinerja Guru, Pelajaran Pendidikan Jasmani, Karakter siswa.

A. Latar Belakang.

Peningkatan sumber daya manusia Indonesia dimasa depan diperlukan "*Human investment*" yang berkualitas dan dapat diperoleh melalui proses pendidikan, dimana proses Pendidikan ini memegang peranan penting dalam proses pembangunan bangsa Indonesia. Di era yang serba digital, memberikan pendidikan yang berkualitas menjadikan hal yang mudah, akan tetapi dalam perjalanannya ada tantangan yang bersifat negatif dari kemajuan zaman seperti saat ini. Tentu saja diperlukan solusi dalam menanggulangi dampak negatif tersebut ini menjadi tantangan tersendiri bagi pemerintah Indonesia. Dalam peningkatan daya saing antar negara kualitas sumber daya manusia merupakan faktor kunci dalam kemajuan suatu Negara. Pada tahun 2017, "*Human Development Reports*" melakukan survey pertumbuhan pendidikan di Negara ASEAN. Berdasarkan index tersebut, pendidikan Negara Indonesia menempati posisi ke 7 dengan skor 0,622, sedangkan skor tertinggi di raih oleh Negara Singapura dengan skor 0,832. Kemudian pada hasil survey yang dilakukan oleh *Global Talent Competitiveness Index (GTCI)* pada tahun 2019 pada pemringkatan daya saing kemampuan atau talenta sumber daya manusia, Negara Indonesia menempati urutan ke-6 dengan skor sebesar 38,61 dikawasan Asia Tenggara. Pemringkatan ini menekankan pada bidang pendidikan yang meliputi aspek pendidikan formal, vokasi, literasi baca, tulis, hitung peringkat internasional universitas, jurnal ilmiah, mahasiswa internasional, relevansi pendidikan dengan dunia bisnis, jumlah lulusan teknisi dan peneliti, jumlah hasil riset dan jurnal ilmiah. Tentu saja hasil survey ini menunjukkan masih rendahnya pendidikan di Indonesia, sehingga ke depan daya saing sumber daya manusia Indonesia sangat lemah. Pemerintah Indonesia harus segera melakukan perubahan baik kebijakan, sistem hingga target yang harus di raih agar tidak tertinggal dengan Negara-negara ASEAN lainnya.

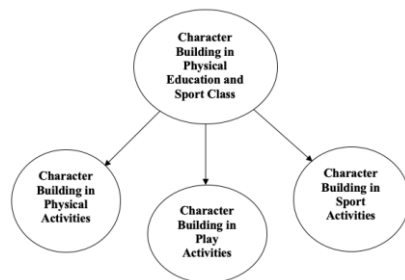
Tahun 2022 kondisi pendidikan Indonesia saat ini dapat dikatakan mengalami kemajuan, hal ini ditandai dengan dimulainya banyakya tumbuh tempat pendidikan anak usia dini, guru yang mau melakukan inovasi dalam hal pembelajaran, meningkatkan kompetensinya sudah banyak sekolah yang berkreasi berlomba-lomba dalam membuat model pembelajaran dan KBM yang menarik tentunya mengikuti kurikulum yang ditetapkan oleh Kemendikbud agar anak tidak bosan tentu saja ini disesuaikan dengan perkembangan zaman dan siap bersaing secara global dengan negara lain.

Faktor utama yang mempengaruhi kemajuan pendidikan di Indonesia adalah 1) Kualitas guru, 2) Kurikulum pembelajaran, 3) Anggaran pendidikan, 4) Regulasi pendidikan. Sedangkan faktor pendukung untuk meningkatkan kualitas pendidikan adalah 1) Kinerja guru, 2) Semangat belajar anak, 3) Dukungan berbagai stakeholder. Hal ini diperkuat oleh Kemdikbud pada tahun 2021 dimana 4 strategi utama dalam mewujudkan pendidikan yang berkualitas yaitu 1) Pembangunan infrastruktur dan teknologi, 2) Penguatan kebijakan, prosedur dan pendanaan, 3) Penguatan kepemimpinan masyarakat dan kebudayaan, 4) Penguatan kurikulum pedagogi dan asesment,

Hal ini tidak terlepas dari dukungan pemerintah Indonesia melalui Kementerian Keuangan APBN tahun 2023 diarahkan untuk menguatkan kualitas SDM Indonesia melalui pendidikan, hal ini berguna untuk mendorong produktivitas nasional dan penguatan program Pendidikan DJKN Kemenkeu (2022). Hal yang senada juga dikatakan oleh Mendikbudristek pada pertemuan G-20 tahun 2022, bahwa prinsip gotong royong menjadi landasan dalam transformasi pendidikan Indonesia khususnya dalam pemulihan pasca pandemi. Tentunya dengan adanya dukungan penuh dari pemerintah akan membuat Negara Indonesia akan menjadi Negara yang maju di benua Asia. Banyak kebijakan pemerintah untuk mencanangkan agar pendidikan di Indonesia semakin maju dengan seperti, 1) Kebijakan penambahan SMK, 2) Pengembangan kurikulum baru yaitu kurikulum 2013, 3) Pendistribusian fasilitas sekolah ke daerah pelosok, 4) Peningkatan kualitas guru, 5) Peningkatan kesejahteraan guru. Dengan semakin majunya pendidikan di Indonesia diharapkan dapat meningkatkan prestasi guru dan murid di lingkungan sekolah. Dalam usahanya mendidik dan mendorong masyarakat untuk mendapatkan pengetahuan, siswa belajar dalam memperbaiki perilaku, kebiasaan yang diajarkan oleh gurunya. Sepanjang hari anak menghabiskan waktunya disekolah proses ini sangat penting ketika lingkungan sekolah mengajarkan dan memberikan pemahaman hal yang positif dalam pikiran, pengetahuan dan kecerdasan anak. Akhirnya hal yang positif yang dilakukan oleh anak disekolah akan membentuk pola pikir yang dapat mempengaruhi perilaku anak. Menurut idris usman (2019) pembentukan karakter di sekolah ada 2 yaitu, pembelajaran di dalam kelas dan pembelajaran di luar kelas. Selanjutnya, guru dan sekolah memiliki peranan penting dalam memberikan kontribusi dalam pembelajaran dan pengembangan karakter peduli terhadap lingkungan sekitar (Sumarmi dkk. 2020).

Menurut Heesun Chang (2022) di Korea pembentukan karakter siswa khususnya di sekolah dasar dipengaruhi oleh: 1) Hubungan anak dengan orang tua, 2) Hubungan guru dengan siswa, 3) Kegiatan “volunteer” atau sukarela. Hal ini mendorong Pemerintah untuk ikut mengatur dan menyiapkan sebuah metode pembelajaran yang efektif. Menurut Kim (2017) keadaan seperti ini menunjukkan bahwa sekolah sebagai salah satu pendidikan formal dimasyarakat adalah sebagai wadah dalam pembentukan karakter anak, baik dalam kegiatan proses belajar mengajar, kegiatan ekstrakurikuler. Dalam setiap kegiatan yang di ikuti oleh anak, guru dapat memantau perkembangan

setiap peserta didik yang diajar baik bakat, kompetensi maupun kekurangan yang dimiliki anak. Tentu saja sekolah merupakan salah satu lingkungan yang penting dalam pembentukan karakter anak. Peraturan, kebiasaan, cara seorang guru menyampaikan sesuatu hingga aktivitas yang sudah ditetapkan disekolah akan menjadi kebiasaan siswa baik dirumah maupun ditempat lingkungan lainnya. Selain itu, kompetensi seorang guru merupakan faktor penentu dalam pembentukan karakter anak. Apabila guru memiliki wawasan yang luas, pengalaman yang banyak, hal ini akan memudahkan apabila ada seorang siswa yang bertanya akan mudah dijawab secara “gambling” oleh guru. Khususnya guru pendidikan jasmani merupakan guru yang paling dekat dengan siswa, hal ini dikarenakan guru pendidikan jasmani melakukan metode pembelajaran melalui bermain, aktivitas fisik yang bisa dilakukan didalam maupun diluar ruangan (Weiss dkk 2002)(Ntoumanis, 2001). Dengan faktor interaksi kedekatan antara guru dan siswa dalam pembelajaran, ini akan memudahkan guru dalam penyampaian materi kepada siswa. Kemudian guru semakin mudah dalam menyelipkan kegiatan, materi dan praktek olahraga yang berhubungan dalam pembentukan karakter anak. Hasil temuan yang dilakukan oleh Arita M dkk (2021), bahwa dalam rangka pembentukan karakter siswa dapat dilaksanakan dengan menggunakan integrasi dalam pelajaran pendidikan jasmani khususnya di sekolah dasar. Melalui pendidikan jasmani dapat membangun karakter siswa, Hal ini ditampilkan dalam gambar dibawah ini:



Gambar 1.

Melihat dari gambar di atas, jelas digambarkan bahwa pembentukan karakter melalui pelajaran pendidikan jasmani sangat bermanfaat. Selain itu, hal ini juga sangat bisa dilakukan penyampiannya oleh guru pendidikan jasmani melalui aktifitas fisik, aktifitas bermain, dan dalam aktifitas olahraga. Tentu saja hal ini akan menjadi fokus perhatian seorang guru untuk mengasah bakat dan pengetahuan yang bisa dimiliki oleh seorang siswa. Selanjutnya, guru juga perlu memberikan pemahaman dan bekerja sama kepada orang tua untuk juga tetap mengawasi anaknya ketika dirumah. Tetapi beberapa permasalahan muncul diakibatkan karena kurangnya koordinasi, tidak adanya kerjasama hingga pokok permasalahan yang mendasar tentang pembentukan karakter yang dilakukan dilingkungan

sekolah baik dari dinas pendidikan kepada kepala sekolah, kepala sekolah kepada guru hingga guru kepada muridnya. Disini peran guru sangat penting akan tetapi seorang guru kalau masih memiliki kebiasaan yang buruk tidak bisa dijadikan "*role model*" bagi siswanya. Kemudian kualitas guru khususnya guru pendidikan jasmani juga sangat menentukan dalam penyampaian materi yang berhubungan dalam pembentukan karakter, tentu saja ini berhubungan dengan kinerjanya selama disekolah baik saat mengajar, melatih hingga memberikan contoh yang positif terhadap siswanya, sehingga salah satu tujuan utama pembelajaran dalam pembentukan karakter tidak akan tercapai karena hanya sebatas penyampaian saja melalui ceramah. Oleh karena itu, dengan adanya penelitian ini, pengaruh lingkungan sekolah dan kinerja guru dalam pembentukan karakter siswa diharapkan sebagai modal awal guru dan sekolah dalam menganalisis sejauh mana pendidikan yang diberikan, dapat membentuk karakter anak melalui pelajaran pendidikan jasmani. Dimana pelajaran pendidikan jasmani merupakan pelajaran yang sangat kompleks artinya terdiri dari teori dan praktek baik didalam ruangan maupun dilapangan, serta aktifitas yang dilakukan melalui gerak, sehingga anak akan merasa mendapatkan pengalaman baru baik dilakukan secara general maupun gerak secara khusus.

B. Pokok Permasalahan.

Penelitian ini pokok permasalahan yang perlu diungkap adalah untuk mengungkap pengaruh lingkungan sekolah dan kinerja guru pendjas terhadap pembentukan karakter peserta didik di sekolah. Hal ini mengungkap sejauh mana lingkungan sekolah dan guru pendidikan jasmani dalam mempengaruhi dan membentuk karakter siswanya disekolah.

C. Literatur Review.

1. Social Support di Sekolah.

Salah satu faktor pendukung untuk merangsang anak berkembang adalah dukungan sosial (*social support*). Dukungan sosial disini artinya kekuatan yang memiliki pengaruh terhadap psikologis, sosial, emosi dan pengalaman anak diantaranya keluarga, guru atau pelatih, dan teman sebaya. Dengan adanya dukungan yang dirasakan oleh siswa hal ini akan mempengaruhi motivasi yang akan mendorong perubahan perilaku pada siswa tersebut. Dukungan sosial ini juga akan memberikan kontribusi pada kesehatan mental dan daya tahan tubuh seseorang dalam menghadapi permasalahan (Ruisotto et al, 2020). Bentuk dukungan sosial ini dapat berupa materi, nasehat, informasi dan perilaku yang didapatkan dari hubungan dekat (Xiao et al, 2019). Dukungan sosial juga akan menghilangkan rasa takut (Ferreira et al, 2019). Diharapkan siswa atau individu yang mendapatkan dukungan sosial akan membentuk sebuah energi motivasi yang positif dan mengubah perilaku yang buruk. Lingkungan keluarga merupakan pendidikan pertama ketika anak mendapatkan pengaruh dan pengalamannya di dunia. Freeks (2015) menyimpulkan bahwasannya lingkungan

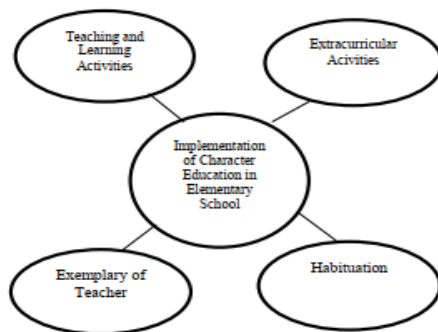
sangat mempengaruhi pembentukan karakter. Orang tua merupakan guru utama yang mengajarkan hal yang baik dan memberitahu hal yang buruk. Peran keluarga sangat penting bagi kehidupan anak aktifitas didalamnya akan mempengaruhi sifat dan tingkah laku seorang anak. Bagaimanapun juga siswa mendapat pengaruh yang lebih besar dari keluarga daripada guru (Gutierrez et al, 2017). Hal ini juga dipertegas oleh studi yang menyatakan bahwa dukungan keluarga secara efektif dapat membantu siswa dalam mengatasi hal sulit, stress dan mencegah masalah kesehatan (Chang et al, 2020). Orang tua memainkan peran penting dalam dalam psikologis anak baik pola mendidik anak maupun mempengaruhi kebiasaan dalam keluarga mereka (Lowe & Dotterer, 2018). Disisi yang lain faktor dari guru, saudara dapat memberikan kesehatan baik fisik maupun psikis (Zhou, 2020). Hasil studi lain juga ditemukan bahwasannya dengan adanya dukungan secara emosional dari keluarga akan memberikan ketahanan psikologis bagi siswa (Yingpig et al, 2021). Dengan adanya dukungan sosial yang baik akan memiliki efek yang menguntungkan dalam menjaga kesehatan dan menstabilkan "mood" seorang anak (Hou et al, 2020). Selain itu, dukungan teman sebaya juga bisa memberikan hubungan intrapersonal yang bisa dipercaya membantu individu dalam mengurangi stress yang dirasakan (Burns et al, 2020). Kemudian, dukungan guru melalui media sosial juga memberikan pengaruh kepada siswa secara efektif (Wu dan Song 2020).

2. Faktor Pendukung di Lingkungan Sekolah.

Lingkungan sekolah merupakan tempat dalam rangka membentuk sikap, kepribadian hingga karakter peserta didik. Lingkungan sekolah merupakan lembaga formal yang melaksanakan program. Guru yang profesional lingkungan sekolah yang bersih dan nyaman, perpustakaan yang lengkap, sarana dan prasarana yang mendukung, guru yang berkompeten dibidangnya, serta hubungan komunikasi antara guru dan siswa merupakan faktor pendukung dalam pembentukan karakter siswa. Tentu saja hal ini merupakan lingkungan sekolah yang diharapkan oleh orang tua murid ketika ingin menyekolahkan anaknya belajar disekolah. Sebuah studi yang dilakukan oleh Sammeni (2018) menunjukkan bahwa bangunan sekolah dan ruang kelas mempengaruhi prestasi akademik siswa. Hal ini juga dipertegas oleh Jonsson et al (2021) tujuan tertinggi akademik adalah pengembangan kepribadian dari peserta didik dengan mengubah sikapnya dari negatif menjadi positif, tabiat buruk menjadi mulia termasuk akhlaq. Sangat jelas pernyataan yang dikemukakan di atas, bahwa banyak faktor baik fasilitas dan kemampuan akademik akan membuat seseorang berubah dan membentuk kebiasaan perilaku kearah yang baik. Dalam perjalanannya faktor pendukung disekolah terdiri dari adanya kinerja yang baik antara kepala sekolah, guru dan tenaga pendidik, adanya interaksi dan komunikasi antara guru dan siswa, proses pembelajaran yang berkualitas, dukungan orang tua siswa dalam menjalankan peraturan, sarana dan prasarana yang memadai. Hal ini sesuai dengan Gable et al (2013) tujuan dari pendidikan karakter adalah untuk mengatasi perilaku siswa. Selain itu, pendidikan karakter merupakan salah satu komponen dalam meningkatkan nilai afektif siswa. Metode yang dapat

digunakan dalam rangka mendukung lingkungan yang kondusif, antara lain: 1) Penugasan, 2) Pembiasaan, 3) Pelatihan, 4) Pembelajaran, 5) Arahan, 6) Keteladanan, hal ini merupakan upaya dalam rangka untuk mempengaruhi pembentukan karakter siswa disekolah, sehingga prilaku yang sudah terbentuk dapat diterapkan dalam kehidupan sehari-hari. Berikut adalah nilai-nilai pendidikan karakter di Indonesia, yaitu: 1) religius, 2) jujur, 3) toleransi, 4) disiplin, 5) kerja keras, 6) kreatif, 7) mandiri, 8) demokratis, 9) rasa ingin tahu, 10) nasionalisme, 11) cinta tanah air, 12) hormat, 13) ramah, 14) cinta damai, 15) peduli terhadap lingkungan, 16) peduli sosial, 17) tanggung jawab. Nilai dari sebuah pembentukan karakter juga berasal dari ajaran agama, seperti kejujuran, dapat dipercaya, menyampaikan dan cerdas (Suid & Subandi, 2017).

Komponen disekolah mulai kepala sekolah hingga guru harus mendukung pelaksanaan pendidikan dan pembentukan karakter, seperti yang digambarkan pada bagan dibawah ini:



Gambar 2: Implementasi pendidikan karakter.

Gambar di atas, dapat disimpulkan ada 4 komponen dalam mengimplementasikan pendidikan karakter, yaitu melalui 1) pendidikan karakter melalui kegiatan belajar mengajar, dalam pelajaran pendidikan jasmani metode ini dapat dilakukan melalui teori dan praktek dikembangkan dalam berbagai aktifitas fisik yang dirancang sedemikian rupa yang dapat dikaitkan dengan kehidupan sehari-hari, 2) pendidikan karakter melalui keteladanan guru, guru bisa menjadi contoh yang nyata dalam menanamkan karakter kepada siswa, 3) pendidikan karakter melalui pembiasaan, contoh nyata dalam berperilaku dan bersikap disekolah saat mengajar praktek dalam pelajaran pendidikan jasmani, 4) pendidikan karakter melalui ekstrakurikuler, dengan mengikuti kegiatan ekstrakurikuler diharapkan siswa dapat menumbuhkan kreatifitas, kemandirian, bakat, minat. Kedepan dengan adanya lingkungan sekolah bisa menciptakan peraturan yang tegas dan dapat di dipraktekkan oleh semua komponen disekolah, tetapi tidak menghilangkan kreatifitas siswa, maka sekolah akan menjadi rumah kedua bagi para siswanya, sangatlah mudah guru dalam membentuk karakter bagi siswanya.

3. Kinerja Guru.

Pentingnya memiliki guru pendidikan jasmani yang berkualitas dalam hal pendidikan, pengalaman, manajemen prioritas hingga prestasi dalam cabang olahraga tertentu adalah sesuatu yang bisa dibanggakan oleh sekolah tertentu. Hal ini bertujuan untuk mempersiapkan anak didik yang kita ajar dalam memasuki kehidupan yang sebenarnya dimasyarakat. Hal ini sesuai dengan isi dari undang-undang nomor 20 tahun 2003 tentang Pendidikan Nasional Sistem dalam Pasal 3 menyatakan bahwa pendidikan nasional memiliki berfungsi untuk mengembangkan kemampuan dan membentuk watak dan peradaban bangsa yang bermartabat dalam rangka mendidik bangsa. Oleh karena itu, guru pendidikan jasmani memiliki peran yang sangat besar dalam mengembangkan pembentukan karakter siswa yang diajar (Wang dan Sugiyama, 2014). Hal ini diperkuat oleh Sapto A (2018) peran guru pendidikan jasmani sangat berpengaruh besar dalam membangun karakter siswa, tetapi hal ini perlu diperhatikan tujuan hingga kualitas guru pendidikan jasmani yang mengajar melalui aktifitas fisik dan olahraga sebagai media atau alat dalam pembelajaran. Akan tetapi, hasil penelitian yang dilakukan oleh Tjung HS & Firunika (2022) nilai karakter tidak berdampak pada peningkatan hasil belajar siswa pada pelajaran pendidikan jasmani. Tentunya pelaksanaan pengembangan karakter yang dilakukan oleh guru pendidikan jasmani tidak terlepas dari kompetensi yang dimilikinya seperti kompetensi pedagogic, personal, social dan professional, 4 hal tersebut yang akan menghasilkan siswa dengan karakter yang baik. Guru dapat menjadi seorang pemimpin, koordinator dan komunikator yang akan berkomunikasi baik dengan bahasa tubuh, suara atau gerakan tertentu (Carsivan et al, 2021). Perlu dipahami tujuan dalam mengintegrasikan pendidikan karakter diharapkan akan meningkatkan hasil belajar dan sikap siswa untuk mengarah hasil yang lebih baik (Adang Suherman, 2016)

4. Karakter Siswa

Perkembangan karakter anak dipengaruhi oleh usia, pembentukan karakter ini harus diajarkan melalui pembelajaran dan kegiatan yang bersifat positif. Faktor yang mempengaruhi karakter siswa dibagi menjadi 3 yaitu: 1) Faktor internal, 2) Relasional atau hubungan antara orang tua, guru dan teman sebaya, 3) Aktifitas siswa yang bersifat “sukarela”. Selanjutnya lingkungan juga mempengaruhi moral dari seorang anak (Li, 2019). Kemudian, lingkungan sekolah dan tingkat pendidikan juga berpengaruh pada moral siswa. Perubahan yang terjadi pada karakter siswa perlu diidentifikasi oleh orang tua, tidak hanya melihat dari 1 sisi faktor saja, akan tetapi hubungan intrapersonal anak dengan teman sebaya dan aktifitas siswa. Hal ini dipertegas oleh Kim (2017) bahwa ada 3 jenis kelompok tentang tipe karakter pada siswa yaitu: 1) Belum matang, 2) Normal, 3) Dewasa. Hal ini merupakan sub-karakter yang berawal dari kepribadian, hubungan, komunitas, hubungan emosional. Selanjutnya dari sisi keluarga juga ikut andil dalam mempengaruhi pembentukan karakter anak, diantaranya: 1) Faktor lingkungan adalah dimana anak tumbuh dari asuhan orang tuanya dan ini keluarga merupakan pendidikan pertama bagi anak. 2) Faktor genetik dan

gender adalah faktor yang melekat sejak anak lahir yang dipengaruhi sifat-sifat dari orang tuanya, perbedaan anak laki-laki dan perempuan akan sangat mencolok karena mengalami interaksi yang berbeda dengan orang-orang sekitar, 3) Faktor sosial adalah juga berperan dalam mempengaruhi karakter anak yang mana biasanya ada perlakuan yang berbeda antara anak laki-laki dan perempuan terkait dalam kehidupan sehari-hari. 4) Faktor orang tua, orang tua yang disiplin, kebiasaan, kepribadian orang tuanya merupakan faktor kuat dalam mempengaruhi karakter anak. Anak akan menyerap berbagai informasi dari kedua orang tuanya, anak akan mengamati dalam penerimaan informasi yang didapatkan dari kedua orang tuanya. Inilah hal ke depan yang akan membentuk karakter anak sejak usia dini dari lingkungan keluarganya. Sehingga setiap karakteristik yang melekat pada pribadi anak akan menjadi pola perilaku yang bertahan lama dan akan digeneralisasikan menjadi ciri khas dari anak tersebut (Diggs & Akos, 2016).

5. Mata Pelajaran Pendidikan Jasmani

Pelajaran pendidikan jasmani dapat membangun karakter siswa melalui kegiatan didalamnya. Apalagi didukung oleh partisipasi siswa yang secara aktif didalam pembelajaran pendidikan jasmani akan membentuk karakter siswa kearah yang positif. Selain itu, dalam mewujudkan budi pekerti yang merupakan salah satu pengembangan karakter siswa dapat juga dilakukan melalui partisipasi dalam olahraga bersama guru (Hagiwara, Isogai, dan Iwatsuki, 2020). Ada 2 jenis karakter dalam lingkungan olahraga yaitu nilai sosial (*social character*) dan nilai moral (*moral character*).

Hal ini dipertegas oleh pernyataan Suherman, Supriyadi, Cukarso (2019) bahwa guru pendidikan jasmani dapat mengintegrasikan pembentukan karakter, karena olahraga dikembangkan melalui keterampilan komunikasi, empati dan karakter sosial yang melibatkan kerja sama tim dan loyalitas, artinya secara keseluruhan melalui aktifitas fisik dapat mengajarkan siswa dalam mengembangkan kepribadian, dan tanggung jawab sosial sehingga akan membentuk kepribadian yang utuh yang secara efektif Opstoel, Chapelle, Prins, Meester, Haerens, Tartwijk, Martelaer (2020). Kemudian menurut Gatsis, Strigas, dan Ntasis, (2021) pelajaran pendidikan jasmani secara efektif dapat membentuk karakter dan kecerdasan emosional siswa. Selanjutnya pada pelajaran pendidikan jasmani juga membantu para peserta didik untuk membentuk gaya hidup aktif. Banyak sekali manfaat ketika siswa mengikuti pelajaran pendidikan jasmani, hal ini akan merangsang kekuatan otak dan memberikan pengalaman gerak serta membuat para peserta lebih aktif secara fisik. Secara tidak langsung dengan adanya pelajaran pendidikan jasmani akan membuat anak akan meningkatkan aktifitas fisiknya (*physical activity*) karena banyak organisasi kesehatan yang menyarankan agar anak usia 5-17 tahun agar melakukan aktifitas fisik minimal 60 menit sehari. Tetapi data yang diperoleh pada Negara yang berpenghasilan menengah atau *Low and Middle-Income Countries* (LMICs) menghadapi masalah kesehatan dan tingkat aktifitas fisik yang rendah. Hal ini senada hasil studi yang

dilakukan oleh Xuzhi Zhan (2020) Bahwa pentingnya kelas pendidikan jasmani dalam meningkatkan aktifitas fisik pada siswa. Hal ini diperkuat oleh Ashwani Kumar (2018), bahwasannya peran pendidikan jasmani adalah, 1). Pendidikan jasmani berpengaruh positif terhadap kesehatan anak, 2). Pendidikan jasmani dapat mempromosikan dan memberikan kesempatan untuk melakukan aktivitas fisik pada anak, 3). Anak secara fisik lebih fokus dalam, siap untuk belajar dan berkontribusi pada kesehatan lingkungan sekolahnya. Tentu saja hal ini harus didukung oleh guru yang terlatih, sekolah memiliki fasilitas yang memadai dan kurikulum yang berkesinambungan. Sehingga siswa yang diajar bisa mempertahankan gaya hidup sehat dan memiliki karakter yang baik.

D. Metode Penelitian.

1. Objek Penelitian.

Setelah melihat dari variabel yang di analisis, tujuan dari penelitian adalah untuk menganalisis pengaruh :

- a) Lingkungan sekolah terhadap karakter siswa di sekolah dasar.
- b) Kinerja guru Pendidikan jasmani terhadap karakter siswa di sekolah dasar.
- c) Memverifikasi hasil pembentukan karakter siswa yang dipengaruhi dari lingkungan sekolah dan kinerja guru khususnya pada pelajaran pendidikan jasmani.

2. Desain Penelitian

Penelitian ini adalah penelitian kualitatif dengan menggunakan pendekatan eksperimen semu dimana untuk mengetahui hubungan sebab akibat di antara variabel yang mencakup 2 variabel bebas dan variabel terikat, dimana dimungkinkan dalam variabel bebas khususnya lingkungan sekolah terdiri dari sub bagian yang lebih luas meliputi sarana dan prasarana, program pendukung pelajaran pendidikan jasmani seperti ekstrakurikuler, dukungan sosial (*social support*), hal ini harus dicatat secara detail. Sehingga setiap perubahan yang mempengaruhi dapat dipahami secara mendalam hingga ditemukan pola yang bersifat konsisten (Obeng 2016; Creswell, 2012).

3. Prosedur Penelitian

Data sekolah yang diperoleh melalui saran dari Dinas pendidikan di Kota Semarang. Sebelumnya peneliti melakukan *Forum Grup Discussion* (FGD) dengan MGMP guru pendidikan jasmani Kota Semarang. Kemudian hasil tersebut dipertimbangkan dan disaring kembali bersama Dinas pendidikan Kota Semarang. Setelah melalui beberapa tahapan, jumlah sekolah yang terpilih berdasarkan wilayah, (Kota Semarang bagian barat, timur, tengah, selatan dan utara) sehingga secara keseluruhan memenuhi kuota dalam pengambilan sampel. Selanjutnya sekolah dihubungi dan penelitian dipresentasikan pada ini Kepala sekolah, guru pendidikan jasmani, beberapa orang tua murid. Melalui sampel dipilih secara acak (*random*), sekolah yang terpilih akan berkoordinasi dengan

peneliti lebih lanjut. Peneliti telah menyiapkan pertanyaan yang akan digunakan dalam mengambil data.

4. Partisipan

Penelitian ini mencangkup 20 sekolah dasar yang meliputi 5 bagian wilayah di Kota Semarang. Baik sekolah dasar negeri maupun sekolah dasar swasta. Jumlah kepala sekolah dan guru pendidikan jasmani yang berpartisipasi adalah 20 kepala sekolah, 40 guru pendidikan sekolah dasar (setiap sekolah 2 guru pendidikan dasar) dan 100 orang tua wali (5 orang tua disetiap sekolah)

5. Pengumpulan Data

Pengumpulan data, yang pertama, peneliti sebelumnya melakukan observasi dari beberapa sekolah dasar di Kota Semarang hal ini berguna sebagai data awal dan catatan dilapangan. Yang kedua, dilakukan wawancara tidak terstruktur pada sample yang menjadi partisipan, akan tetapi beberapa point dalam wawancara tersebut direkam dan disusun dalam bentuk tulisan yang bisa dibaca. Yang ketiga adalah dokumen, hal ini berguna sebagai bukti penting dalam rekam jejak dan objektivitas dalam pengambilan data oleh peneliti.

6. Analisis Data

Diperoleh dari peserta, maka akan dilakukan pemilahan dan klasifikasi data hasil wawancara yang berhubungan dengan faktor utama dan pendukung dari *independent variabel* lingkungan sekolah dan kinerja guru pendidikan sekolah di setiap sekolah. Kemudian pengecekan, kebenaran dan pemaknaan data dilakukan, hal ini berguna sebagai dalam pemberian pengkodean hasil wawancara dengan peserta. Selanjutnya dilakukan pengorganisasian data, tentang faktor yang dominan dan tidak yang benar-benar mempengaruhi pembentukan karakter siswa disekolah dasar di Kota Semarang.

7. Hasil yang diharapkan

Berdasarkan adanya penelitian ini diharapkan kepala sekolah, orang tua murid dan siswa bisa memberikan penilaian yang sejujurnya sehingga penelitian ini bisa dijadikan dasar dalam kebijakan Dinas Pendidikan Kota Semarang terhadap pembentukan dan penguatan karakter siswa. Apapun yang menjadi penilaian dari unsur di atas akan disampaikan secara "*gablang*" dengan proses yang sesuai prosedur penelitian.

E. Hasil Penelitian.

1. Dukungan sekolah melalui Kepala Sekolah dalam memberikan Penguatan Karakter pada Siswanya.

Peran kepala sekolah sebagai pemimpin di sekolah melaksanakan tugas dan fungsinya, dengan memberikan arahan terlebih dahulu kepada para guru dalam proses pembelajaran agar selalu menyisipkan penguatan karakter. Hal ini berfungsi untuk mewujudkan tujuan dalam kurikulum 2013 baik pembelajaran yang dilakukan didalam kelas maupun praktek yang sesuai

dengan visi dan misi sekolah. Dari jumlah 10 kepala sekolah hampir semuanya sangat mendukung pembentukan karakter siswa yang dimulai dari sebelum, proses dan akhir pembelajaran, sehingga siswa sebagai generasi penerus bangsa akan masih memegang teguh budaya dan mencintai Negara Indonesia. Ada 3 segi komponen Kepala Sekolah dalam mendukung pembentukan karakter siswa disekolah.

a) Sarana dan Prasarana.

Sarana dan prasarana digunakan sebagai pemenuhan dengan menggunakan media pembelajaran. Dengan sarana dan prasarana yang lengkap atau sudah memenuhi standart yang sudah ditentukan, Maka tentu saja proses pembelajaran tinggal berjalan saja. Dari 10 sekolah yang menjadi partisipan penelitian sarana dan prasarana dalam olahraga hampir memenuhi baik lapangan, bola maupun peralatan olahraga lainnya yang sangat mendukung. Hasil wawancara dengan kepala sekolah selama mengamati pembelajaran pendidikan jasmani, kegiatan pembelajaran pendidikan jasmani dari sisi sarana dan prasarana sudah didukung oleh sekolah, sehingga tidak menutup kemungkinan sekolah akan bisa mengembangkan dengan karakter siswa yang baik. Pada saat yang sama pendekatan dan pembentukan karakter siswa dilakukan dengan menggunakan media dan guru memainkan perannya sebagai "*model*" dalam pelaksanaannya.

b) Mengikuti Kegiatan atau Kejuaraan..

Berdasarkan wawancara dengan 10 kepala sekolah dalam mengikuti kegiatan yang berhubungan dengan olahraga di sekolah selalu mendukung seperti mengikuti Porseni tingkat kecamatan, Kota dan Provinsi, Lomba antar sekolah. Selain, untuk mengembangkan bakat dan prestasi sekolah dari sisi yang lain dalam pembentukan karakter siswa secara tidak langsung terbentuk. Motivasi, kedisiplinan, tanggung jawab siswa selama mengikuti kejuaraan sekolah selalu mendukung, guru pendidikan jasmani selalu mendampingi. Selama proses latihan, pelatih melatih sesuai tugasnya. Siswa yang mengikuti pelatihan pada ekstrakurikuler tertentu yang diadakan oleh sekolah juga telah mengintegrasikan nilai-nilai karakter.

c) Penghargaan atau Reward.

Hasil wawancara dengan 10 kepala sekolah di Kota Semarang, rata-rata setiap siswa yang mengikuti kejuaraan atau kegiatan yang bersifat kompetisi, sekolah akan mendukung dan kepala sekolah yang selalu memfasilitasi. Sekolah memberikan penghargaan baik secara moril maupun material sesuai dengan tingkat kejuaraan yang dimenangkan siswa. Bahkan ada salah satu sekolah swasta yang memberikan beasiswa kepada siswanya yang bisa meraih membawa nama sekolah dalam hal yang bersifat kompetisi.

2. Kinerja Guru Pendidikan Jasmani Selama Pembelajaran Pendidikan Jasmani.

a) Pembuatan Bahan Ajar.

Pembuatan bahan ajar yang dilakukan oleh guru pendidikan jasmani sudah berjalan dan memenuhi sesuai dengan kriteria yang sudah ditetapkan dalam kurikulum 2013. Dalam wawancara yang dilakukan oleh peneliti terungkap bahwasannya guru pendidikan jasmani yang menjadi partisipan dalam penelitian ini mampu membuat bahan ajar silabus dan bahan ajar yang sesuai dengan kurikulum 2013. Hasil Wawancara dengan guru Pendjas ada 3 hal yang bisa diperinci, yaitu: 1) Para guru pendidikan jasmani telah mengintegrasikan nilai-nilai karakter ke dalam mata pelajaran pendidikan jasmani, 2) Guru pendidikan jasmani telah akan menggunakan strategi pendekatan pembelajaran yang efektif dan aktif yang disesuaikan dengan kondisi peserta didiknya, 3) Pembelajaran pendidikan jasmani guru sepakat untuk menggunakan aktifitas fisik, aktifitas bermain siswa sebagai media dalam pembentukan karakter sehingga secara tidak langsung guru pendidikan jasmani sudah menerapkan nilai nilai kaakter olahraga yang bisa diterapkan anak didik dalam kehidupan sehari-hari.

b) Membuat Program Terencana Terkait Kalender Ivent atau Kejuaraan.

Setelah melakukan wawancara dengan para guru pendidikan jasmani sejumlah 20 guru pendidikan jasmani. Ada 3 dominan jawaban yang disampaikan terkait kinerjanya dalam menghadapi tentang kejuaraan yang berhubungan dengan kejuaraan, antara lain: 1) Dalam pelaksanaannya para guru pendidikan jasmani sudah membuat rancangan kalender kejuaraan yang diikuti oleh siswanya, hal ini mengingat guru pendidikan jasmani sudah pernah mengikuti pada tahun sebelumnya, 2) Dalam perjalanannya melihat pengalaman sebelumnya guru pendidikan jasmani telah melakukan evaluasi dan hal ini sudah disampaikan ke pihak sekolah dalam hal ini adalah kepala sekolah, 3) Dalam pelaksanaan pembelajaran guru pendidikan jasmani juga telah melakukan siswa yang mempunyai "calon" atlet atau yang mempunyai bakat dalam bidang olahraga, sehingga ada tindak lanjut terkait tentang siswa telah terpilih sebagai calon atlet dan sekolah siap mendukung.

c) Pemberian Contoh, Pembiasaan dan Penilaian Sehari-hari Kepada Siswa.

Wawancara yang dilakukan para guru pendidikan jasmani telah menerapkan pembiasaan yang berhubungan dalam pembentukan karakter siswa. Mulai dari awal pembelajaran hingga selesai. Hal ini dilakukan dan dengan sengaja sehingga ketika hal ini sudah dilakukan akan menjadi kebiasaan oleh siswa, seperti: 1) Siswa terbiasa membaca doa sebelum pembelajaran dimulai, 2) Siswa sadar akan tugas yang sudah diberikan oleh guru, 3) Jiwa gigih, tangguh telah ditunjukkan oleh siswa dalam mengikuti praktek pelajaran Penjas, 4) Dalam perjalanannya motivasi siswa telah terbentuk selama

menikuti pelajaran pendidikan jasmani dan diaplikasikan ke dalam pelajaran lainnya, 5) Siswa telah terbiasa dengan sapa dan salim dengan guru setelah pembelajaran selesai (menghormati orang yang lebih tua), 6). Beberapa siswa sering melontarkan pertanyaan karena sesuatu yang belum dimengerti selama pembelajaran pendidikan jasmani, hal ini terlihat jiwa kritis dalam siswa telah muncul.

3. Implementasi Guru Pendidikan Jasmani dalam menerapkan Starategi Pendidikan Karakter pada Siswa.

a) Hasil lembar pengamatan Penilaian Afektif

Pelaksanaannya ada beberapa hal yang menjadi hal pokok jawaban setelah dilakukan wawancara dengan 20 guru pendidikan jasmani pada 10 sekolah, antara lain: 1) Guru telah menyiapkan RPP yang disesuaikan dengan kondisi sarana dan prasarana yang dimiliki oleh sekolah, 2) Setiap materi yang akan disampaikan akan menerapkan nilai-nilai karakter, disini peran kepala sekolah juga ikut membantu menilai dalam penilaian materi ajar yang akan disampaikan kepada siswa, 3) Setiap hal yang akan disampaikan kepada siswa guru juga ikut menjelaskan secara terperinci sehingga tujuan pembelajaran akan dipahami oleh siswa, 4) Sikap dan perilaku siswa menunjukkan kearah yang lebih baik, 5) Guru pendidikan jasmani memberikan stimulus apabila akan memulai pelajaran, hal ini menyebabkan siswa semakin termotivasi dalam pembelajaran pendidikan jasmani. Melihat banyaknya siswa yang mengarah ke sisi positif budaya pembentukan karakter akan semakin jelas, tetapi ada beberapa siswa yang memang dalam perubahannya dikatakan masih lambat belum bisa mengikuti arahan dari guru pendidikan jasmani.

b) Hasil Wawancara dengan Orang Tua Murid.

Implementas karakter yang telah dibangun oleh guru pendidikan jasmani ada beberapa hal yang orang tua sampaikan secara khusus, yaitu :1) Orang tua melihat perubahan yang secara tidak langsung disaksikan oleh anaknya seperti menceritakan apa saja yang diajarkan oleh guru, 2) Anak tumbuh dengan semangat 3) Anak cenderung lebih bersemangat dalam menjalani pola hidup sehat dengan bergerak walaupun tetap terkadang memanfaatkan gadget untuk bersantai dan menghibur diri.

4. Hasil Penilaian dari Kepala Sekolah dan Orang Tua murid terhadap Pembelajaran Pendidikan Jasmani.

Berdasarkan wawancara antara peneliti dengan kepala sekolah dan orang tua karakter siswa dapat dilihat ketika berhubungan dengan guru lainnya, hal ini terlihat ketika melakukan pembicaraan dan tingkah lakunya. Sedangkan dirumah ketika berinteraksi dangan orang

tuanya, sudah bisa menilai perubahan dari hal yang tidak biasanya, rata-rata para orang tua yang menjadi partisipan menyampaikan perilaku siswa dan sisi religious anaknya sudah terlihat dalam kesehariannya sebagai berikut:

a) Penilaian dari Segi Pembelajaran

Berdasarkan hasil wawancara yang telah dilakukan oleh peneliti kepada kepala sekolah tentang hasil dari penguatan dan pembentukan karakter khususnya dari pembelajaran pendidikan jasmani menjadikan anak lebih semangat dalam mengikuti pembelajaran mata pelajaran lainnya. Hal ini karena dengan pembelajaran penjas membuat anak lebih fresh dan bergairah walaupun badan terasa gak Lelah setelah beraktifitas.

b) Penilaian orang tua siswa dari segi pengaplikasian di kehidupan rumah.

Wawancara dilakukan dengan sejumlah orang tua murid yang terlibat sebagai partisipan dalam penelitian ini adalah dengan pembelajaran Pendidikan jasmani di sekolah, tentunya secara gerak dasar anak dapat melakukan Gerakan dengan baik dan tanpa gangguan. Artinya pembelajaran penjas memancing anak untuk mengoptimalkan gerak tubuh mereka sehingga dia dapat melakukan aktivitas sehari hari tanpa masalah pada tubuh mereka dan lebih bugar dalam setiap kegiatan.

Berdasarkan uraian di atas, terungkap bahwasannya penilaian dari guru pendidikan jasmani dari 10 sekolah yang menjadi sample penelitian telah menunjukkan penguatan karakter pada siswanya, hal ini terlihat mulai dari persiapan dan rencana bahan ajar, dukungan baik internal sekolah yang meliputi dari kepala sekolah, unsur didalamnya maupun eksternal dalam mengikuti kegiatan diluar dan orang tua murid yang telah memberikan penilaian hasil yang baik pada anaknya. Sehingga komponen yang dibutuhkan dalam pembentukan karakter anak bisa dilakukan disekolah dengan rencana yang disiapkan oleh sekolah.

F. Simpulan Penelitian.

Berdasarkan penelitian ini dapat disimpulkan bahwasannya 20 sekolah baik di sekolah dan guru pendidikan jasmani sekolah dasar negeri maupun swasta di Kota Semarang, sebagai sudah melakukan tugasnya dalam membuat perencanaan, strategi dan pelaksanaan program yang sudah dibentuk dalam menanamkan karakter pada siswanya. Hal ini dibuktikan dengan: 1) Melakukan pembiasaan hal yang paling mudah dilakukan dalam rangka mengintegrasikan pembentukan karakter kepada siswa melalui pelajaran pendidikan jasmani, 2) Pemberian reward dan kenang-kenangan sebagai bentuk dukungan dan menanamkan kesadaran untuk menghargai hasil prestasi dari siswa yang mendapatkan prestasi khususnya dalam olahraga, 3) Pembiasaan dan bertegur salam selalu dilakukan pada guru pendidikan jasmani maupun guru lainnya dan pelatih ekstrakurikuler disekolah tersebut, 4) Pelaksanaan kegiatan

ekstrakurikuler didukung penuh oleh kepala sekolah dengan menyediakan dan memberikan insentif yang layak kepada pelatih yang menjadi andalan dalam sekolah, 5) Melakukan evaluasi dengan cara bertanya langsung kepada guru pendidikan jasmani apakah ada kendala atau masalah selama pembelajaran berlangsung. Dari 5 hasil di atas dapat disimpulkan bahwasannya kepala sekolah telah memberikan contoh dalam penguatan karakter kepada siswanya bahkan guru dengan baik, sehingga ke depan sekolah sekolah yang lain bisa meniru maupun menduplikasi system yang telah terbentuk dari 20 sekolah yang menjadi sample penelitian ini dalam rangka pembentukan karakter.

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Mengirimkan artikel revisi melalui OJS [18 November 2022]

The screenshot shows the journal's website interface. At the top, the journal title "Cakrawala Pendidikan" and "Jurnal Ilmiah Pendidikan" are displayed in yellow and white text on a dark red background. Below the title is a navigation menu with links for HOME, ABOUT, USER HOME, SEARCH, CURRENT, ARCHIVES, ANNOUNCEMENTS, and CALL FOR PAPERS. The main content area is titled "#53359 Review" and includes tabs for SUMMARY, REVIEW, and EDITING. Under the "Submission" section, the authors are listed as Harry Pramono, Suastika Nurafati, Tandiyo Rahayu, and Sugiharto. The title of the article is "The influence of physical education teacher performance on elementary students' character building". The editor is Sori Nopembri, Ph.D. The "Peer Review" section shows "Round 1" with a review version of 53359-150008-1-RV.DOCX dated 2022-09-19. The article was initiated on 2022-12-23, last modified on 2023-01-20, and uploaded on 2023-01-06. The reviewer is identified as Reviewer A 53359-159966-1-RV.DOCX. The author version is 53359-154875-1-ED.DOCX, dated 2022-11-18. On the right side, there is a sidebar with links for Editorial Team, Publication Ethics, Focus & Scope, Author Guidelines, Peer-Review Process, Publishing System, Indexing, Author(s) Fees, and Contact. At the bottom right, the journal's SJR 2021 score is 0.24, and it is categorized as Q3 Education, best quartile.

THE INFLUENCE OF PHYSICAL EDUCATION TEACHER PERFORMANCE ON ELEMENTARY STUDENTS' CHARACTER BUILDING

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Abstract: Students' character building will be influenced by school environment and as well as their PE. teacher performance. The aim of this research is to analyse and verify the influence of school environment and PE. teacher performance on elementary students' character building. There are 20 elementary school in Semarang including 10 public school and 10 private school that are used as research samples. The research samples are taken based on cluster random sampling which is divided by five sectors in Semarang. Qualitative method is applied in this research. The finding shows that the physical education subject gives significant advantages to the development of the students as well as support students' daily activity based on numbers of evaluation by teacher, school head master, dan parents. The conclusion attributed to the research is having supporting school environment, including: facilities and infrastructures, the good proportion of objective competition, the suitable physical education teaching model that is in line with the curriculum, and having supporting and well competent teacher 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

INTRODUCTION

In term of improving Indonesia's human resources in the future, high quality of human investment which can be acquired by education process where education takes a major a major role in Indonesia national development. Nowadays, as we live in digital era, providing a good

education will not be a hassle after all. However, while the schools trying their best to provide the proper education, they encounter difficulty caused by negative impact of the rapid world development in this current time. The precise solution needs to be taken in order to counter react the negative impact which it can be considered as a challenge for the Indonesia government. The quality of human resources is a key in 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. Another survey conducted by 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 South East Asia region. This performance ranking emphasizes the education sector including 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 is very ineffectual. Indonesia governments are required to take an immediate policy, education system, and clear target in order to regain the position to other countries especially in South East Asia region.

In 2022, the condition of Indonesia's education can be considered as to be progressing, manifested by the start of many place of early childhood education coming up, teachers who want to make innovation in term of learning process, increase their competence, 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 need to compete in open world globalization. The main factor affecting the development of Indonesia education system are 1) teachers' qualification, 2) learning curriculum, 3) education budget, 4) education regulation. Meanwhile, supporting factors to improve the education quality are 1) teacher performance, 2) student enthusiasm while studying, and 3) stakeholder supports. Those conditions are enhanced by the Ministry of Education and Culture, where in 2021, four main strategies in realizing quality of education are 1) infrastructure and technology development, 2) reinforcement of policy, procedure, and budgeting, 3) reinforcement community and cultural leadership, 4) reinforcement the pedagogical curriculum and assessment.

The policies taken by the Ministry of Education and Culture are inseparable from the support from Indonesia 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 encouraging national productivity and strengthening 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 G-20 meeting in 2022. It was stated that the principle of cooperation (gotong royong) is the basis for the transformation of Indonesian education, especially in 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 new curriculum which is curriculum 2013, 3) distribution of school facilities to 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 effort to educate and encourage people to gain knowledge, students learn to improve behaviour, habits taught by their teachers. Throughout the day, students spend their time at school. This process is very important when the school environment teacher and provides an understanding of

positive matters in students' mind, knowledge, and intelligence. Finally, the positive matters that students do at school will form a mindset that can influence students' behaviour. According to Idris Usman (2019), there are two characters 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).

According to Heesun Chang (2022), in South Korea, the building of student character, especially in elementary schools, are influenced by: 1) the relationship between students and parents, 2) the relationship between teachers and students, 3) volunteer activities. Those things encourage the government to participate in regulating and preparing an effective learning method. Kim (2017) stated that this situation shows that the school as one of the formal education institutions in the community is a place for the students building 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, the teacher competency is a determining factor in the building of students' character. If the teacher has broad insight, a lot of experience, this will make it easier while there is a student who asks a question that will be easily answered in 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, physical activity that can be done inside or outside the classroom (Weiss et al. 202) (Ntoumanis. 2001). Applying the closeness interaction factor between teachers and students in learning activity, this 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 Arita M. et al. (2021) stated that in the context of building student'' character, integration could be carried out in physical lessons, especially in elementary schools. Through physical education can build students' character. As it is shown below:

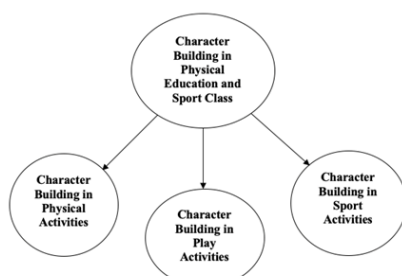


Figure 1.

Looking at **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 in sports activities. This condition, of course, will be the focus of a teacher's attention to hone the talents and knowledge that a student can have. Furthermore, teachers also need to provide 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, no cooperation to 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 environment and 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 purpose of this study is to reveal the influence of the school environment and the performance of physical education teachers on the formation of the character of students at school. This reveals the extent to which the school environment and physical education teachers influence and shape the character of their students at school.

METHOD

Design

This research is a qualitative research using a quasi-experimental approach in which to find out the causal relationship between the variables which include two independent variables and the dependent variable, which is possible in the independent variables especially the school environment consisting of broader sub-sections covering facilities and infrastructure, support programs physical education lessons such as extracurriculars, social support, this must be recorded in detail. So that every change that affects can be understood in depth until a consistent pattern is found (Obeng, 2016; Creswell, 2012).

Procedure

School data obtained through advice from the Education Office in Semarang City. Previously the researchers conducted a Group Discussion Forum (FGD) with the Teacher Conference Group (MGMP) physical education teachers in Semarang. Then these results were considered and filtered back together with the Education Office of the City of Semarang. After going through several stages, the number of schools selected was based on region, (West, East, Central, South and North Semarang) so that, overall, they met the quota in sampling. Then the school was contacted and the research was presented to the school principal, physical education teacher, several parents of students. Through a randomly selected sample, the selected schools will coordinate with further researchers. Researchers have prepared questions that will be used in collecting data.

Participants

This research covers twenty elementary schools covering five regions in the city of Semarang. ten public primary schools and ten private primary schools. The number of participating school principals and physical education teachers is twenty school principals, forty elementary school education teachers (two basic education teachers for each school) and 100 guardian parents (five parents in each school).

Data Collection

Data collection, first, the researcher previously made observations from several elementary schools in the city of Semarang, this is useful as initial data and field notes. Second, unstructured interviews were conducted on a sample of participants, but several points in the interview were recorded and arranged in a readable written form. The third is document, this is useful as important evidence in track record and objectivity in data collection by researchers.

Data Analysing

The data obtained from the participants, sorting and classification of data from interviews related to the main and supporting factors of the independent variables of the school environment and the performance of school education teachers in each school will be carried out. Then checking, correctness and meaning of the data is carried out, this is useful as 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

The schools give support through the principal in providing Character Strengthening to 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 championships, awards or rewards.

Facilities and Infrastructure

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, physical education learning activities from the point of view of facilities and infrastructure have been supported by the school.

Participate in Activities or Championships

Based on interviews with 20 school principals in participating in activities related to sports at school, they always support such as participating in regional sport and art competition at the sub-district, city and provincial levels, inter-school competitions.

Awards or Rewards

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.

Performance of Physical Education Teachers During Physical Education Learning.

The Making of Teaching Materials.

- 1) Physical education teachers have integrated character values into physical education subjects.
- 2) Physical education teachers will use an effective and active learning approach strategy that is adapted to the conditions of their students
- 3) Learning physical education teachers agree to use physical activity, student playing activities as a medium in character building.

Make Planned Programs Related to Calendar Events or Championships.

- 1) In practice, the physical education teachers have already drafted a championship calendar which their students will participate in, this is considering that the physical education teacher has participated in the previous year.
- 2) On the way to 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.
- 3) 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.

Providing Examples, Habituation and Everyday Assessment to Students.

- 1) Students are used to reading prayers before learning begins.
- 2) Students are aware of the tasks that have been given by the teacher.
- 3) A persistent, tough spirit has been shown by students in participating in Physical Education practice.
- 4) In the process, student motivation has been formed while participating in physical education lessons and applied to other lessons.
- 5) Students are used to greeting and greeting with the teacher after learning is over (respecting older people).
- 6) 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.

Implementation of Physical Education Teachers in implementing Character Education Strategies for Students.

Results of the observation sheet Affective Assessment

- 1) The teacher has prepared a lesson plan that is adjusted to the conditions of the facilities and infrastructure owned by the school.
- 2) 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.
- 3) Everything that will be conveyed to students the teacher also explains in detail so that the learning objectives will be understood by students.
- 4) The attitudes and students' behaviour show a better direction.
- 5) The physical education teacher provides a stimulus when starting the lesson.

Results of Interviews with Parents of Students.

- 1) Parents see changes that are indirectly witnessed by their children, such as telling what the teacher teaches.
- 2) Children grow up with enthusiasm.
- 3) Children tend to be more enthusiastic about living a healthy lifestyle by moving, although they still sometimes use gadgets to relax and entertain themselves.

Assessment Results from the Principal and Parents of Students on Physical Education Learning.

Assessment in terms of learning physical education makes students more enthusiastic in 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

The school environment is a place in order to shape the attitude, personality and character of students. The school environment is a formal institution that implements the program. Teachers who are professional, a clean and comfortable school environment, a complete library, supporting advice and infrastructure, teachers who are competent in their fields, as well as communication links between teachers and students are supporting factors in building student character. Of course, this is a school environment that is expected by parents of students when they want to send their children to study at school. A study conducted by Sammeni (2018) showed that school buildings and classrooms affect student academic achievement. This was also emphasized by Jonsson et al. (2021) as he 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 behaviour 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 Gable et al. (2013) have stated that the purpose of character education is to overcome student behaviour. In addition, character education is a component in increasing students' affective values. Methods that can be used in order to support a conducive environment include: 1) Assignments, 2) Habituation, 3) Training, 4) Learning, 5) Directions, 6) Exemplary, this is an effort in order to influence the formation of student character at school, so that the behaviour that has been formed can be applied in everyday life. The following are the values of character education 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, 17) responsibility. The value of a 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:

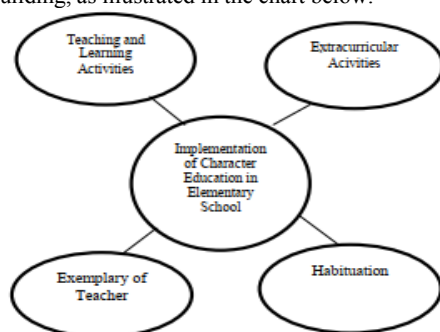


Figure 2. Implementing character education.

As shown by **Figure 2** above, it can be concluded that there are 4 components in implementing character education, namely through 1) character education 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, 2) character education through the example of the teacher, the teacher can be a real example in instilling character in students, 3) character education through habituation, a real example of behaving and behaving at school when teaching practice in physical education lessons, 4) character education through extracurriculars, by participating in extracurricular activities is expected that students can foster creativity, independence, talent, interest. In the future, with the existence of a school environment, it can create rules that are firm and can be practiced by all components in 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.

School support through the Principal in providing Character Strengthening to their Students.

The role of the principal as a leader in the school carries out his duties and functions, by first giving directions to teachers in the learning process so that they always insert character strengthening. This serves to realize the goals in the Curriculum 2013 both learning that is carried out in the classroom and practice in accordance with the vision and mission of the school. Of the 20 school principals, almost all of them strongly support the formation of student character starting from before, the process and the end of learning, so that students as the next generation of the nation will still hold fast to culture and love the State of Indonesia Republic. There are 3 aspects of the

Principal's component in supporting the formation of student character at school; Facilities and Infrastructure, Participating in Activities or Championships, Awards or Rewards.

Facilities and infrastructure are used as fulfilment by using learning media. With facilities and infrastructure that are complete or have met predetermined standards, then of course the learning process just needs to go on, so it is possible that schools will be able to develop good student character. At the same time the approach and formation of student character is carried out using the media and the teacher plays his role as a "model" in its implementation.

Participating in activities or championships in addition to developing talents and school achievements from another side in the formation of student character is indirectly formed. Student motivation, discipline, and responsibility while participating in school championships are always supportive, physical education teachers are always there. During the training process, the trainer trains according to his duties. Students who take part in certain extracurricular training held by the school have also integrated character values.

The award or reward given will shape the character of the spirit of competition. Give them a lesson that how big they get is how much they do. One of the supporting factors to trigger student development is social support. Social support can be defined as encouragement that have an influence on the psychological, social, emotional and experiences of children include family, teachers or coaches, and peers. With proper assistance felt by students this will affect motivation which will encourage changes in behaviour in these students. This social support will also contribute to one's mental health and endurance in dealing with problems (Ruisotto et al., 2020). This form of social support can be in the form of material, advice, information and behaviour obtained from close relationships (Xiao et al., 2019). 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 behaviour. The family environment is the first education when children get influence and experience in the world. Freeks (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 behaviour of a child. However, students get a greater influence from the family than the teacher (Gutierrez et al., 2017). This is also confirmed by studies which state that family support can effectively help students overcome difficult things, stress and prevent health problems (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 the teacher, you 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 (Yingpig et al., 2021). Having good social support will have a beneficial effect on maintaining health and stabilizing a child's "mood" (Hou et al., 2020). In addition, peer support can also provide an intrapersonal relationship that can be trusted to help individuals reduce perceived stress (Burns et al., 2020). Then, teacher support through social media also influences students effectively (Wu & Song, 2020).

Performance of Physical Education Teachers During Physical Education Learning.

The preparation of teaching materials carried out by physical education teachers was already underway and complied with the criteria set out in the 2013 curriculum. In interviews conducted by researchers it was revealed that physical education teachers who were participants in this study were able to make appropriate syllabus and teaching materials. with the Curriculum 2013. Create a planned program related to event calendars or championships. Providing Examples, Habituation and Everyday Assessment to Students.

The importance of having qualified physical education teachers in terms of education,

experience, priority management to achievements in certain sports is something that certain schools can be proud of. This aims to prepare the students we teach to enter real life in society. This is in congruity with the contents of law number 20 of 2003 concerning the National Education System in Article 3 which states that 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 (Wang and Sugiyama, 2014). This was underlined by Sapto A. (2018) that the role of the physical education teacher is very influential in building student character, but this needs to be considered from the goal to 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 Tjung HS & Firunika (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 4 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 gesture, voice or certain movements (Carsivan et al., 2021). It is necessary to understand that the purpose of integrating character education is expected to improve learning outcomes and student attitudes to lead to better results (Adang Suherman, 2016).

Implementation of Physical Education Teachers in implementing Character Education Strategies for Students.

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, in realizing character which is one of the character development of students can also be done through participation in sports with the teacher (Hagiwara, Isogai, and Iwatsuki, 2020). There are 2 types of character in the sports environment, namely social values (social character) and moral values (moral character).

This is confirmed by the statement of Suherman, Supriyadi, Cukarso (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 as a whole 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, Strigas, and Ntasis, (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 Xuzhi Zhan (2020) that the importance of physical education classes in increasing physical activity in students. This idea also being heighten by Ashwani Kumar (2018) as he stated that the role of physical education is, 1) Physical education has a positive effect on students' 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.

Assessment Results from the Principal and Parents of Students on Physical Education

Learning.

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 behaviour. Meanwhile, at home when interacting with their parents, they are able to assess changes from unusual things, on average the parents who are participants convey the behaviour 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 in participating in learning other subjects. This is because learning physical education makes children fresher, and enthusiastic as if their bodies don't feel tired after doing activities. The basic movements of students can make movements well and without interference. This means that learning physical education provokes students to optimize their body movements so that they can carry out daily activities without problems with their bodies and are fitter in every activity.

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, 3) "Voluntary" student activities. The environment also affects the morale of a child (Li, 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 Kim (2017), as stated that there are 3 types of groups regarding the type of character in students, namely: 1) Immature, 2) Normal, 3) Adult. This is a sub-character that starts from personality, relationships, community, emotional relationships. Furthermore, from the family side it also contributes to influencing the formation of children's character, including: 1) Environmental factors are where children grow from the care of their parents and this family is the first education for children 2) Genetic and gender factors are factors that are inherent from birth which are influenced by the characteristics of their parents, the differences between boys and girls will be very striking because they experience different interactions with the people around them 3) Social factors also play a role in influencing the character of children where there is usually different treatment between boys and girls related to everyday life 4) Parental factors, disciplined parents, habits, the personality of the parents are strong factors in influencing a child's character. Children will absorb various information from both parents, children will observe in receiving information obtained from both parents. This is what in the future will shape the character of children from an early age from their family environment. So that every characteristic that is attached to the child's personality will become a pattern of behaviour that lasts a long time and will be generalized to become a characteristic of the child (Diggs & Akos, 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 strengthening 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 character to 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 Teacher Conference Group (MGMP) 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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Mendapatkan revisi dari Reviewer (Round 1) melalui OJS [6 Januari 2023]

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#53359 Review

SUMMARY REVIEW EDITING

Submission

Authors: Harry Pramono, Suastika Nurafati, Tandiyu Rahayu, Sugiharto Sugiharto
Title: The influence of physical education teacher performance on elementary students' character building
Section: Articles
Editor: Sori Nopembri, Ph.D.

Peer Review

Round 1

Review Version	53359-150008-1-RV.DOCX	2022-09-19
Initiated		2022-12-23
Last modified		2023-01-20
Uploaded file	Reviewer A 53359-159906-1-RV.DOCX	2023-01-06
Editor Version	None	
Author Version	53359-154975-1-ED.DOCX	2022-11-18

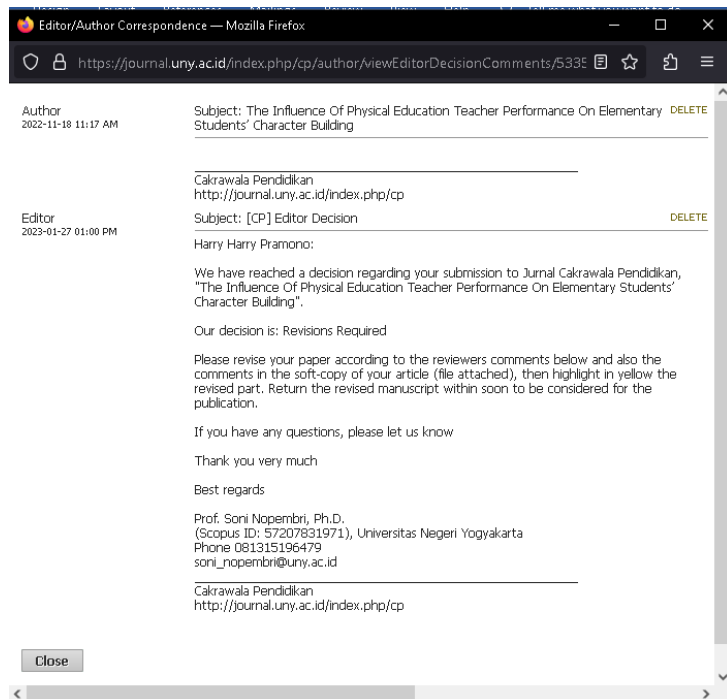
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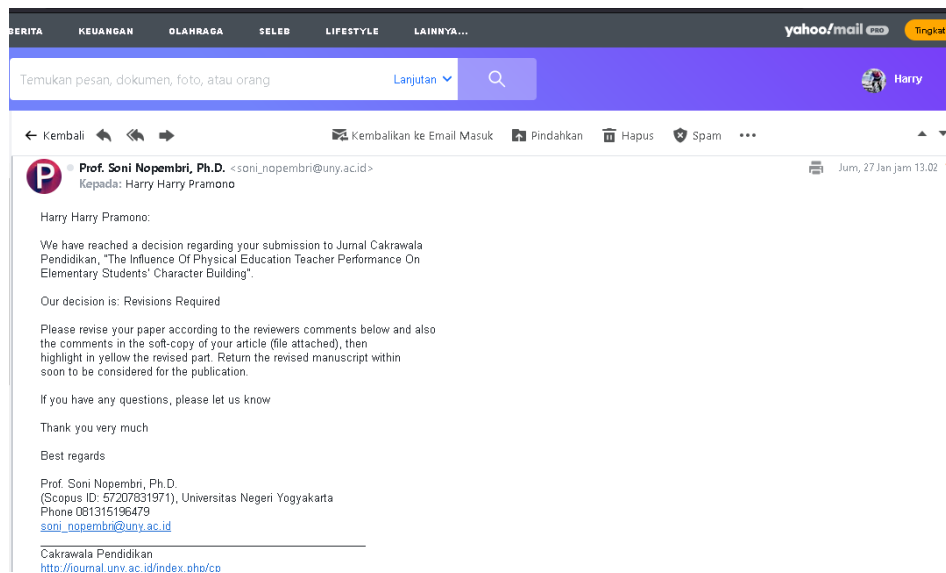
Catatan Reviewer:

- Penelitian kualitatif tidak untuk memverifikasi, tapi menginterpretasi. Oleh karena itu tidak akan memverifikasi, maka penggunaan variabel tidak relevan di sini.
- Penelitian kualitatif tidak akan mengeneralisasi, jadi random sampling tidak masuk di sini. Lebih baik ditulis apa saja kriteria pemilihan sample.
- Metode kualitatif juga tidak digunakan untuk eksperimen atau kuasi eksperimen.
- Hasil penelitian perlu menyajikan cuplikan-cuplikan data mentah dari wawancara dan observasi sebagai evidence terhadap apa yang diklaim penulis dalam hasil penelitiannya.
- Tata cara pengutipan perlu merujuk pada APA style sesuai yang diacu oleh CP. Menggunakan aplikasi manajemen referensi seperti Mendeley, Endnote, atau Zotero akan meminimalisir kesalahan penulisan kutipan.

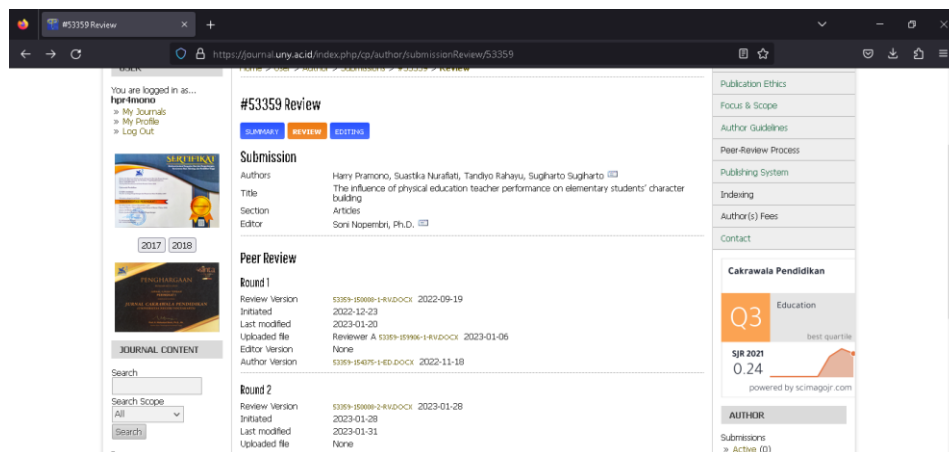
Mendapatkan notifikasi revisi kembali dari Editor melalui OJS [27 Januari 2023]



Mendapatkan notifikasi revisi kembali dari Editor melalui OJS [27 Januari 2023]



Mendapatkan revisi ke 2 (Round 2) dari Reviewer melalui OJS [28 Januari 2023]



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- Submission Details:** Authors (Harry Pramono, Suastika Nurafati, Tandiy Rahayu, Sugiharto), Title (The influence of physical education teacher performance on elementary students' character building), Section (Articles), and Editor (Soni Nopembri, Ph.D.).
- Peer Review History:**
 - Round 1:** Review Version 53359-150888-1-RV000x, Initiated 2022-12-23, Last modified 2023-01-20, Uploaded file Reviewer A 53359-151906-1-RV000x (2023-01-06), Editor Version None, Author Version 53359-154075-1-ED000x (2022-11-18).
 - Round 2:** Review Version 53359-150888-2-RV000x, Initiated 2023-01-28, Last modified 2023-01-31, Uploaded file None.

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THE INFLUENCE OF PHYSICAL EDUCATION TEACHER PERFORMANCE ON ELEMENTARY STUDENTS' CHARACTER BUILDING

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Abstract: Students' character building will be influenced by school environment and as well as their PE. teacher performance. The aim of this research is to analyse and verify the influence of school environment and PE. teacher performance on elementary students' character building. There are 20 elementary school in Semarang including 10 public school and 10 private school that are used as research samples. *The research samples are taken by 5 sectors in Semarang.* Qualitative method is applied in this research. The finding shows that the physical education subject gives significant advantages to the development of the students as well as support students' daily activity based on numbers of evaluation by teacher, school head master, dan parents. The conclusion attributed to the research is having supporting school environment, including: facilities and infrastructures, the good proportion of objective competition, the suitable physical education teaching model that is in line with the curriculum, and having supporting and well competent teacher 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*

INTRODUCTION

In term of improving Indonesia's human resources in the future, high quality of human investment which can be acquired by education process where education takes a major a major role in Indonesia national development. Nowadays, as we live in digital era, providing a good education will not be a hassle after all. However, while the schools trying their best to provide the proper education, they encounter difficulty caused by negative impact of the rapid world development in this current time. The precise solution needs to be taken in order to counter react the negative impact which it can be considered as a challenge for the Indonesia government. The

quality of human resources is a key in 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. Another survey conducted by 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 South East Asia region. This performance ranking emphasizes the education sector including 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 is very ineffectual. Indonesia governments are required to take an immediate policy, education system, and clear target in order to regain the position to other countries especially in South East Asia region.

In 2022, the condition of Indonesia’s education can be considered as to be progressing, manifested by the start of many place of early childhood education coming up, teachers who want to make innovation in term of learning process, increase their competence, 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 need to compete in open world globalization. The main factor affecting the development of Indonesia education system are 1) teachers’ qualification, 2) learning curriculum, 3) education budget, 4) education regulation. Meanwhile, supporting factors to improve the education quality are 1) teacher performance, 2) student enthusiasm while studying, and 3) stakeholder supports. Those conditions are enhanced by the Ministry of Education and Culture, where in 2021, four main strategies in realizing quality of education are 1) infrastructure and technology development, 2) reinforcement of policy, procedure, and budgeting, 3) reinforcement community and cultural leadership, 4) reinforcement the pedagogical curriculum and assessment.

The policies taken by the Ministry of Education and Culture are inseparable from the support from Indonesia 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 encouraging national productivity and strengthening 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 G-20 meeting in 2022. It was stated that the principle of cooperation (gotong royong) is the basis for the transformation of Indonesian education, especially in 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 new curriculum which is curriculum 2013, 3) distribution of school facilities to 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 effort to educate and encourage people to gain knowledge, students learn to improve behaviour, habits taught by their teachers. Throughout the day, students spend their time at school. This process is very important when the school environment teacher and provides an understanding of positive matters in students’ mind, knowledge, and intelligence. Finally, the positive matters that students do at school will form a mindset that can influence students’ behaviour. According to (Idris & Frank, 2019), there are two characters 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).

According to (H. Chang, 2022), in South Korea, the building of student character, especially in elementary schools, are influenced by: 1) the relationship between students and parents, 2) the relationship between teachers and students, 3) volunteer activities. Those things encourage the government to participate in regulating and preparing an effective learning method. (H. 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 building 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, the teacher competency is a determining factor in the building of students' character. If the teacher has broad insight, a lot of experience, this will make it easier while there is a student who asks a question that will be easily answered in 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, 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 learning activity, this 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. Through physical education can build students' character. As it is shown below:

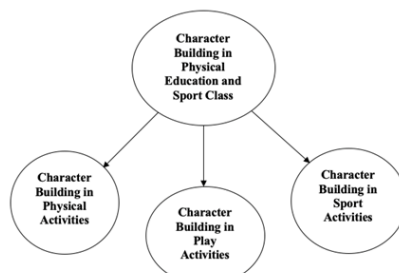


Figure 1.

Looking at **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 in sports activities. This condition, of course, will be the focus of a teacher's attention to hone the talents and knowledge that a student can have. Furthermore, teachers also need to provide 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, no cooperation to 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 environment and 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 purpose of this study is to reveal the influence of the school environment and the performance of physical education teachers on the formation of the character of students at school. This reveals the extent to which the school environment and physical education teachers influence and shape the character of their students at school.

METHOD

Design

This research is a qualitative research, sampling technique using purposive sampling. Interviews with participants consisted of broader sub-sections covering facilities and infrastructure, support programs physical education lessons such as extracurriculars, social support, this must be recorded in detail. So that every change that affects can be understood in depth until a consistent pattern is found (Creswell & Creswell, 2018).

Procedure

School data obtained through referral from the Education Office in Semarang City. Previously the researchers conducted a Group Discussion Forum (FGD) with the Teacher Conference Group (MGMP) physical education teachers in Semarang. Then these results were considered and filtered back together with the Education Office of the City of Semarang. After going through several stages, the number of schools selected was based on region, (West, East, Central, South and North Semarang) so that, overall, they were representative in the sampling for each area. Then the school was contacted and the research was presented to the school principals, physical education teachers, several parents of students.

Participants

This research covers twenty elementary schools from five different regions in the city of Semarang. These were 10 public primary schools and 10 private primary schools. The current study also involved 20 school principals with official status and 40 physical education specialists, 40 classroom teachers (two elementary education teachers for each school) and 100 parents or guardians (five parents in each school).

Data Collection

Data collection, first, the researcher previously made observations from several elementary schools in the city of Semarang, this is useful as initial data and field notes. Second, unstructured interviews were conducted on a sample of participants, but several points in the interview were recorded and arranged in a readable written form. The third is document, this is useful as important evidence in track record and objectivity in data collection by researchers.

Data Analysing

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, correctness and meaning of the data is carried out, this is useful as 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.

Commented [MOU1]: Judulnya disesuaikan dengan tujuan penelitian ini.

Commented [MOU2]: Statge-nya apa saja? Perlu diuraikan.

Commented [MOU3]: Informasi apa yang dikumpulkan melalui observasi? Penjelasan terkait dengan tujuan penelitian: lingkungan sekolah/performa guru? Atau perkembangan karakter siswa. Siapa yang melakukan observasi? Apa yang diobservasi? Berapa kali, berapa lama tiap observasi?

Commented [MOU4]: Informasi apa yang dikumpulkan melalui wawancara? Ini butuh dijabarkan sebagaimana menjabarkan observasi di atas. Plus siapa saja yang diwawancara? Berapa lama? Berapa kali, berapa total menit wawancara secara keseluruhan?

Commented [MOU5]: Komentar yang sama dengan Teknik pengumpulan data sebelumnya. Plus jenis data apy an dikumpulkan? Dokumen apa saja? Dan bagaimana dokumen ini dihandle dan dikelola.

RESULTS AND DISCUSSION

Results

Tabel 1. Participant interview data

Component	Assessment	Answer		Participant
		yes	no	
Principal Support	Facilities and Infrastructure	20		20 school principals
	Participate in Activities or Championships	20		
	Awards or Rewards	20		
Performance of Physical Education Teachers During Physical Education Learning	The Making of Teaching Materials	40		40 participating physical education teachers
	Make Planned Programs Related to Calendar Events or Championships	40		
	Providing Examples, Habituation and Everyday Assessment to Students	40		
Implementation of Physical Education Teachers in implementing Character Education Strategies for Students	Results of the observation sheet Affective Assessment	40		
	Results of Interviews with Parents of Students	40		
Assessment Results from the Principal and Parents of Students on Physical Education Learning	Learning physical education	100		100 guardian parents
	Application in home	100		

Commented [MOU6]: Keseluruhan hasil mesti dinarasikan, tidak hanya menyajikan poin-poinnya saja.

Commented [MOU7]: Sebagai riset kualitatif, perlu menghadirkan evidence dalam bentuk informasi kualitatif "kutipan statement" partisipan, biukan dalam bentuk angka seperti ini.

The schools give support through the principal in providing Character Strengthening to 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 championships, awards or rewards.

Facilities and Infrastructure

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, physical education learning activities from the point of view of facilities and infrastructure have been supported by the school.

Participate in Activities or Championships

Based on interviews with 20 school principals in participating in activities related to sports at school, they always support such as participating in regional sport and art competition at the sub-district, city and provincial levels, inter-school competitions.

Awards or Rewards

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.

Commented [MOU8]: Apakah adanya dukungan sarpras, kompetisi, dan penharagaan ini OTOMATIS mempengaruhi perkembangan karakter anak? Saya meragukannya. Tapi jika memang ada pengaruhnya, penulis harus mengadirkan bukti bahwa 3 upaya ini berdampak pada karakter—tentu saja sebagai hasil analisis data.

Setelah membaca keseluruhan hasil penelitian, rasanya kok tidak mencerminkan tujuan penelitiannya itu dapat tercapai. Peneliti hanya memfokuskan pada upaya-upaya kepemimpinan (kepsek) dan upaya pedagogi (bukan performa) dalam mengembangkan karakter. Tapi apakah upaya-upaya itu berdampak? Tidak ada jawabannya. Untuk mempercepat, sebaiknya konsep (judul, tujuan) yang dirubah, yakni semata-mata hendak mendeskripsikan upaya sekolah dan guru penjas dalam mendidik karakter anak didiknya.

Performance of Physical Education Teachers During Physical Education Learning.

The Making of Teaching Materials.

- 1) Physical education teachers have integrated character values into physical education subjects.
- 2) Physical education teachers will use an effective and active learning approach strategy that is adapted to the conditions of their students
- 3) Learning physical education teachers agree to use physical activity, student playing activities as a medium in character building.

Make Planned Programs Related to Calendar Events or Championships.

- 1) In practice, the physical education teachers have already drafted a championship calendar which their students will participate in, this is considering that the physical education teacher has participated in the previous year.
- 2) On the way to 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.
- 3) 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.

Providing Examples, Habituation and Everyday Assessment to Students.

- 1) Students are used to reading prayers before learning begins.
- 2) Students are aware of the tasks that have been given by the teacher.
- 3) A persistent, tough spirit has been shown by students in participating in Physical Education practice.
- 4) In the process, student motivation has been formed while participating in physical education lessons and applied to other lessons.
- 5) Students are used to greeting and greeting with the teacher after learning is over (respecting older people).
- 6) 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.

Implementation of Physical Education Teachers in implementing Character Education Strategies for Students.

Results of the observation sheet Affective Assessment

- 1) The teacher has prepared a lesson plan that is adjusted to the conditions of the facilities and infrastructure owned by the school.
- 2) 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.
- 3) Everything that will be conveyed to students the teacher also explains in detail so that the learning objectives will be understood by students.
- 4) The attitudes and students' behaviour show a better direction.
- 5) The physical education teacher provides a stimulus when starting the lesson.

Results of Interviews with Parents of Students.

- 1) Parents see changes that are indirectly witnessed by their children, such as telling what the teacher teaches.
- 2) Children grow up with enthusiasm.
- 3) Children tend to be more enthusiastic about living a healthy lifestyle by moving, although they still sometimes use gadgets to relax and entertain themselves.

Commented [MOU9]: Seperti ini ke bawah semestinya dinarasikan. Sertakan evudence (bukti) yang berasal dari statemen partisipan (wawancara), catatan lapangan (observasi) dan kutipan dokumen semua dicampur dalam satu "tema" untuk penarasiannya. Kalau hanya potongan-potongan kesimpulan atau penggalan-penggalan dari sumber data (misalnya poin-poin khusus wawancara dengan orangtua) maka analisis data kualitatifnya menjadi tidak kuat (kredibel).

Assessment Results from the Principal and Parents of Students on Physical Education Learning.

Assessment in terms of learning physical education makes students more enthusiastic in 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

The school environment is a place in order to shape the attitude, personality and character of students. The school environment is a formal institution that implements the program. Teachers who are professional, a clean and comfortable school environment, a complete library, supporting advice and infrastructure, teachers who are competent in their fields, as well as communication links between teachers and students are supporting factors in building student character. Of course, this is a school environment that is expected by parents of students when they want to send their children to study at school. 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 he 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 behaviour 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 education is to overcome student behaviour. In addition, character education is a component in increasing students' affective values. Methods that can be used in order to support a conducive environment include: 1) Assignments, 2) Habituation, 3) Training, 4) Learning, 5) Directions, 6) Exemplary, this is an effort in order to influence the formation of student character at school, so that the behaviour that has been formed can be applied in everyday life. The following are the values of character education 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, 17) responsibility. The value of a 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:

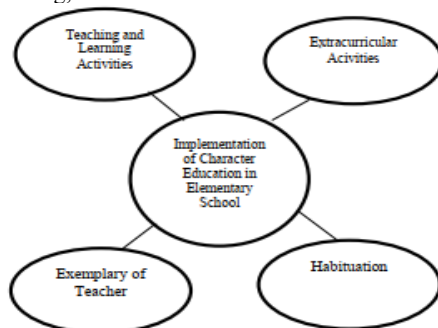


Figure 2. Implementing character education.

Commented [MOU10]: Pembahasannya terlalu banyak secara konten.

As shown by **Figure 2** above, it can be concluded that there are 4 components in implementing character education, namely through 1) character education 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, 2) character education through the example of the teacher, the teacher can be a real example in instilling character in students, 3) character education through habituation, a real example of behaving and behaving at school when teaching practice in physical education lessons, 4) character education through extracurriculars, by participating in extracurricular activities is expected that students can foster creativity, independence, talent, interest. In the future, with the existence of a school environment, it can create rules that are firm and can be practiced by all components in 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.

School support through the Principal in providing Character Strengthening to their Students.

The role of the principal as a leader in the school carries out his duties and functions, by first giving directions to teachers in the learning process so that they always insert character strengthening. This serves to realize the goals in the Curriculum 2013 both learning that is carried out in the classroom and practice in accordance with the vision and mission of the school. Of the 20 school principals, almost all of them strongly support the formation of student character starting from before, the process and the end of learning, so that students as the next generation of the nation will still hold fast to culture and love the State of Indonesia Republic. There are 3 aspects of the Principal's component in supporting the formation of student character at school; Facilities and Infrastructure, Participating in Activities or Championships, Awards or Rewards.

Facilities and infrastructure are used as fulfilment by using learning media. With facilities and infrastructure that are complete or have met predetermined standards, then of course the learning process just needs to go on, so it is possible that schools will be able to develop good student character. At the same time the approach and formation of student character is carried out using the media and the teacher plays his role as a "model" in its implementation.

Participating in activities or championships in addition to developing talents and school achievements from another side in the formation of student character is indirectly formed. Student motivation, discipline, and responsibility while participating in school championships are always supportive, physical education teachers are always there. During the training process, the trainer trains according to his duties. Students who take part in certain extracurricular training held by the school have also integrated character values.

The award or reward given will shape the character of the spirit of competition. Give them a lesson that how big they get is how much they do. One of the supporting factors to trigger student development is social support. Social support can be defined as encouragement that have an influence on the psychological, social, emotional and experiences of children include family, teachers or coaches, and peers. With proper assistance felt by students this will affect motivation which will encourage changes in behaviour 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 behaviour 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 behaviour. The family environment is the first education when children get influence and experience in 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 behaviour 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 which state that family support can effectively help students overcome difficult things, 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 the teacher, you 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).

Performance of Physical Education Teachers During Physical Education Learning.

The preparation of teaching materials carried out by physical education teachers was already underway and complied with the criteria set out in the 2013 curriculum. In interviews conducted by researchers it was revealed that physical education teachers who were participants in this study were able to make appropriate syllabus and teaching materials. with the Curriculum 2013. Create a planned program related to event calendars or championships. Providing Examples, Habituation and Everyday Assessment to Students.

The importance of having qualified physical education teachers in terms of education, experience, priority management to achievements in certain sports is something that certain schools can be proud of. This aims to prepare the students we teach to enter real life in society. This is in congruity with the contents of law number 20 of 2003 concerning the National Education System in Article 3 which states that 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 by (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 to 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 4 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 gesture, voice or certain movements (Sanusi et al., 2021). It is necessary to understand that the purpose of integrating character education is expected to improve learning outcomes and student attitudes to lead to better results.

Implementation of Physical Education Teachers in implementing Character Education Strategies for Students.

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, in 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 2 types of character in the sports environment, namely social values (social character) and moral values (moral character).

This is confirmed by the statement of (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 as a whole 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) that the importance of physical education classes in increasing physical activity in students. This idea also being heighten by (Kumar, 2018) as he stated that the role of physical education is, 1) Physical education has a positive effect on students' 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.

Assessment Results from the Principal and Parents of Students on Physical Education Learning.

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 behaviour. Meanwhile, at home when interacting with their parents, they are able to assess changes from unusual things, on average the parents who are participants convey the behaviour 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 in participating in learning other subjects. This is because learning physical education makes children fresher, and enthusiastic as if their bodies don't feel tired after doing activities. The basic movements of students can make movements well and without interference. This means that learning physical education provokes students to optimize their body movements so that they can carry out daily activities without problems with their bodies and are fitter in every activity.

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, 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), as stated that that there are 3 types of groups regarding the type of character in students, namely: 1) Immature, 2) Normal, 3) Adult. This is a sub-character that starts from personality, relationships, community, emotional relationships. Furthermore, from the family side it also contributes to influencing the formation of children's character, including: 1) Environmental factors are where children grow from the care of their parents and this family is the first education for children 2) Genetic and gender factors are factors that are inherent from birth which are influenced by the characteristics of their parents, the differences between boys and girls will be very striking because they experience different interactions with the people around them 3) Social factors also play a role in influencing the character of children where there is usually different treatment between boys and girls related to everyday life 4) Parental factors, disciplined parents, habits, the personality of the parents are strong factors in influencing a child's character. Children will absorb various information from both parents, children will observe in receiving information obtained from both parents. This is what in the future will shape the character of children from an early age from their family environment. So that every characteristic that is attached to the child's personality will become a pattern of behaviour that lasts a long time and will be generalized to become a 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 strengthening 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 character to 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.

AKNOWLEDGEMENTS

Researchers give high appreciation and gratitude to the Teacher Conference Group (MGMP) 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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Mengirimkan paper revisi (Round 2) melalui OJS-Editor Decision [1 February 2023]

The screenshot displays the OJS submission review interface for a paper with ID 53359. The main content area is divided into several sections:

- Submission:** Lists authors (Harry Pramono, Suastika Nurafati, Tandiyo Rahayu, Sughartha Sughartha), title ("The influence of physical education teacher performance on elementary students' character building"), section (Articles), and editor (Soni Nopemtrin, Ph.D.).
- Peer Review:** Shows two rounds of review. Round 1 was initiated on 2022-12-23 and last modified on 2023-01-20. Round 2 was initiated on 2023-01-28 and last modified on 2023-01-31.
- Editor Decision:** Shows a decision of "—" and a notification to the editor on 2023-01-27.

On the right side, there is a sidebar with the following information:

- Peer-Review Process:** Includes links for Publishing System, Indexing, Author(s) Fees, and Contact.
- Cakrawala Pendidikan:** Displays the journal's Q3 status and an SJR 2021 score of 0.24, which is in the best quartile.
- AUTHOR:** Shows submission statistics: Active (0), Archive (1), and New Submission.
- NOTIFICATIONS:** Shows 1 new notification.
- CROSSREF:** A button for linking to Crossref.

The interface also includes a search bar, a browse menu, and a keywords section.

THE SCHOOLS AND PHYSICAL EDUCATION TEACHERS' EFFORTS IN BUILDING THE ELEMENTARY STUDENTS' CHARACTERS

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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. 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 qualitative method is applied in this research. 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 a number of 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*

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 1) teachers' qualifications, 2) the learning curriculum, 3) the education budget and 4) education regulation. Meanwhile, supporting factors to improve the education quality are 1) teacher performance, 2) student enthusiasm while studying, and 3) 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 1) infrastructure and technology development, 2) reinforcement of policy, procedure, and budgeting, 3) reinforcement of community and cultural leadership, 4) 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).

According to (H. Chang, 2022), 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. Those things encourage the government to participate in regulating and preparing an effective learning method. (H. 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 is shown below:

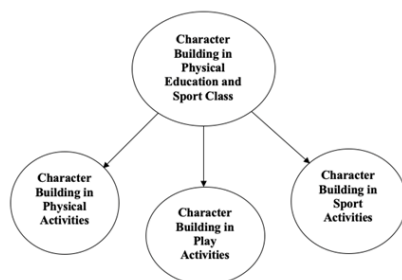


Figure 1.

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 through an interview in the form of the strategy of

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 Analysing

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.

RESULTS AND DISCUSSION

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 give support through the principal in providing Character Strengthening to 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, awards or rewards.

Facilities and Infrastructure

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."

Participate in Activities or Championships

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.”

Awards or Rewards

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 is 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.”

Performance of Physical Education Teachers during Physical Education Learning.

The Making of Teaching Materials.

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.”

Make Planned Programs Related to Calendar Events or Competitions.

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.”

Providing Examples, Habituation and Everyday Assessment to Students.

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 of 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.”

Implementation of Physical Education Teachers in Implementing Character building Strategies for Students.

Results of the Affective Assessment Observation Sheet

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.”

Results of Interviews with Parents of Students.

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 Results from the Principal and Parents of Students on Physical Education Learning.

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, 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:

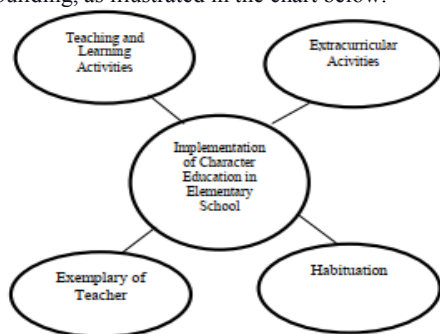


Figure 2. Implementing character building.

As shown by Figure 2 above, it can be concluded that there are four components in implementing character building, namely through 1) 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, 2) character building through the example of the teacher, the teacher can be a real example in instilling character in students, 3) character building through habituation, a real example of behaving and behaving at school when teaching practice in physical education lessons, 4) 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 as a whole 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 are able to 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 don't 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 Teacher Conference Group (MGMP) 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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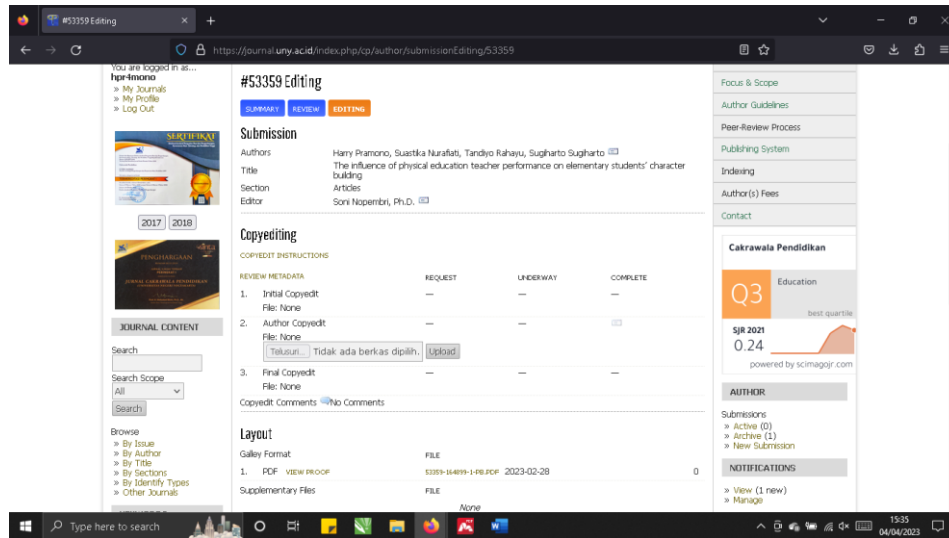
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The schools and physical education teachers' efforts in building the elementary students' character

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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.

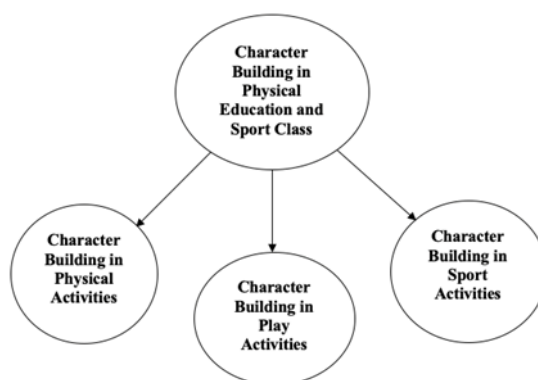


Figure 1. The way of physical Education on building students' character

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.

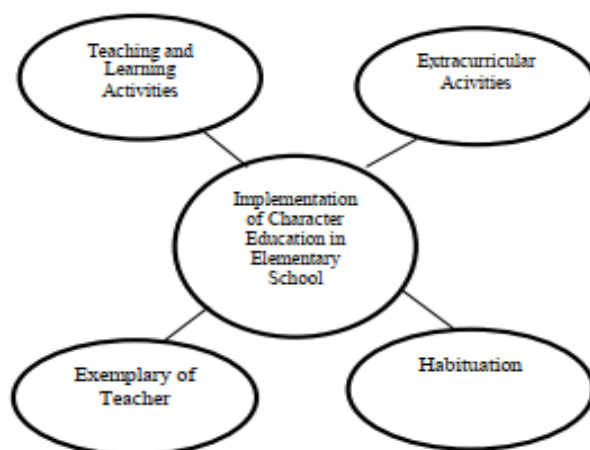


Figure 2. Implementing character building

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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