

Implementation of Character Building by Teachers in Physical Education Subjects: A Sociological Analysis of Physical Education and Sports at SD Inpres Bertingkat Mamajang 2**Taufiq Rahman¹, Muh. Bahrul Ulum², Muh. Adnan Hudain³, Alimin Alwi⁴**^{1,2,3}Physical Education and Sports, Postgraduate Faculty, Universitas Negeri Makassar⁴Postgraduate Faculty, Universitas Negeri Makassar**Article History**

Received : October-2025

Revised : October-2025

Accepted : November-2025

Published : November-2025

Corresponding author*:

Taufiq Rahman

Contact:taufiq.rahman181818@gmail.com**Cite This Article:**

Rahman, T., Ulum, M. B., Hudain, M. A., & Alwi, A. (2025). Implementation of Character Building by Teachers in Physical Education Subjects: A Sociological Analysis of Physical Education and Sports at SD Inpres Bertingkat Mamajang 2. *Jurnal Ilmiah Multidisiplin*, 4(6), 23–30.

DOI:

<https://doi.org/10.56127/jukim.v4i6.2332>

Abstract: This study analyzes the implementation of character building by teachers in Physical Education (Penjas) at Mamajang 2 Elementary School through the perspective of the sociology of physical education and sports. The research focuses on four core values: discipline, collaboration, sportsmanship, and responsibility. Using a descriptive qualitative approach, data was collected through observation, interviews, and documentation, then analyzed using the Miles and Huberman model. The results indicate that Physical Education teachers play a crucial role in instilling character values through habituation, role modeling, and social interaction during learning. Discipline is reflected in students' adherence to rules and timetables, collaboration emerges in teamwork, sportsmanship is evident in honesty and accepting defeat, and responsibility is evident in students' concern for assignments and the learning environment. However, obstacles remain in the form of low student awareness and motivation, where character values have not been fully ingrained intrinsically. From the perspective of the sociology of education, this indicates a suboptimal moral socialization process. The study concludes that physical education has great potential as a means of building social character if teachers can consistently act as role models and facilitators of moral values.

Keywords: *Physical Education, Character Building, Sociology of Physical Education and Sports.*

INTRODUCTION

Character education has now become a central issue in the world of education. Developing strong character in students is expected to create a generation with noble morals, a sense of responsibility, and the ability to make positive contributions to society. According to Aprima & Sari (2022), education is a catalyst for transforming poor nations into developed ones. Higher education is a key factor in a country's development because it plays a crucial role in the advancement of developed nations. Improving the quality of society is a fundamental goal of national education.

Based on Law Number 20 of 2003, particularly Article 3 on the National Education System, the purpose of education in nation-building is to enhance students' capacity to become individuals who are devoted to God, virtuous, healthy, knowledgeable, creative, and independent. The aim is to shape them into responsible and democratic citizens (Mardiana & Zoki, 2021).

In simple and general terms, education can be understood as human effort to nurture and develop innate physical and spiritual potential in accordance with the values of society and culture. Education and culture coexist and mutually promote progress (Abd Rahman et al., 2022).

According to Islam (2025), Physical Education and Sports are integral parts of the overall education system, aiming to develop aspects of physical fitness, motor skills, knowledge, sportsmanship, and social

values through planned and systematic physical activities. Elementary schools, as the first formal level of education, play a very crucial role. This is where children's moral, social, and emotional foundations are established, determining the direction of their personality development in the future (Ramadhani et al., 2025).

From elementary to senior high school, physical education, recreation, and health sports are essential components of the curriculum (Muzakki et al., 2024). Therefore, all elements of the curriculum and the learning process in elementary schools must be utilized optimally to instill these values. A well-designed physical education curriculum can foster student initiative, allowing them to participate enthusiastically in physical activities. Physical education can also serve as a recreational medium for students who may feel fatigued from academic lessons (Wijayanto, 2023).

One of the subjects with great potential in building character is Physical Education, Sports, and Health (PJOK). PJOK not only focuses on developing motor skills and physical fitness but also functions as a medium for instilling values such as discipline, cooperation, sportsmanship, and responsibility.

Becoming a professional physical education teacher is not as easy as many might think—there is a common misconception that PE teachers only need a whistle and a ball (Pratama, 2023). Therefore, teachers must possess strong competencies, which include pedagogical, professional, personal, and social competencies (H. Rahmat et al., 2020). In fact, being a professional PE teacher can be more challenging than teaching other subjects, as PE teachers must understand the unique characteristics of each student.

Both PE teachers and classroom teachers play crucial roles in shaping students' character. Hence, teachers must serve as good role models, as elementary students often see their teachers as examples for behavior and attitude (Z. Rahmat, 2022). Physical education tends to be more complex compared to other subjects. Therefore, it is inappropriate for non-PE teachers to teach it, and while PE teachers share general teaching traits with others, they also possess distinctive features and professional characteristics (Alimuddin et al., 2024).

PJOK teachers play a central role in implementing character development through integrated learning activities. However, the implementation of character building in PJOK does not always run smoothly. Various factors—such as irrelevant curricula, inadequate facilities, limited school support, and suboptimal teacher quality—can become obstacles.

Sports activities—from simple games and group exercises to basic competitions—require students to engage in intense and immediate social interaction. It is in these moments that character values are naturally tested and formed: students learn sportsmanship when accepting defeat, discipline by following the rules, cooperation when working toward team goals, and honesty when reporting match results (Mulzaman et al., 2024).

Physical education holds a broader social role beyond mere competition—it shapes self-esteem, pride, social interaction, recognition, and moral values within society, influenced by how physical activities are practiced (Hasibuan et al., 2024).

Therefore, a comprehensive analysis is needed to understand how the implementation of character building by PJOK teachers can be made effective. This study aims to analyze the implementation of character building by teachers in the PJOK subject at SD Inpres Bertingkat Mamajang 2 from a sociological perspective of physical education and sports. This perspective helps explain how character values are internalized within the school's social context and how they shape students' identities.

By understanding the influencing factors, the study is expected to provide recommendations for developing a more effective PJOK curriculum that better supports the formation of students' character.

RESEARCHMETHOD

The research approach used in this study is a qualitative approach. A qualitative approach is a research method based on the post-positivist philosophy, used to study natural conditions of an object (as opposed to experimental settings), in which the researcher serves as the key instrument. Data sources are selected using purposive and snowball sampling techniques. Data collection is carried out through triangulation (a

combination of methods), data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalization (Khaerunnisa et al., 2023).

Based on the research problem, this study employs a descriptive method. Descriptive research is conducted to present a systematic and accurate description of facts and characteristics of a particular field or population. The main purpose of descriptive research (Pranata et al., 2021) is to systematically describe facts and characteristics of the object or subject being studied accurately.

Data collection in this study uses triangulation techniques, which include direct observation, interviews, and questionnaires administered to the research subjects. Observation activities are conducted to examine and monitor the activities of physical education teachers in applying character education patterns to students. Interviews are conducted to explore the teachers' understanding and concepts of character education.

The data analysis technique used in this study refers to Miles and Huberman's model, which consists of three stages: Data reduction, Data display, and Conclusion drawing.

RESULTS AND DISCUSSION

Character Values Developed by Teachers in Physical Education Subjects

Discipline

In the Physical Education (PE) subject at *SD Inpres Bertingkat Mamajang 2*, the phenomenon of student discipline is clearly visible in daily learning activities. Discipline originates from within each individual, based on their willingness to obey established rules. Students are expected to follow school regulations and procedures without needing constant supervision or reminders (Denoar, 2024). For instance, before class begins, students gather neatly in the field wearing proper sports uniforms, line up in order, listen to the teacher's instructions, and participate in warm-ups responsibly. Discipline is also evident when students follow game rules—waiting their turn, not fighting over the ball, and playing according to established regulations. After class, they return the sports equipment to its place without repeated prompting.

This demonstrates that PE learning not only develops physical skills but also trains students to be responsible, orderly, and respectful of time and rules. Discipline is also reflected when students follow warm-up instructions carefully and maintain line order. They understand that each stage—warm-up, main activity, and cool-down—serves an important purpose for health. Compliance with these stages fosters an awareness that rules exist for collective benefit, not restriction.

Discipline also appears during gameplay. Every sport has a set of rules that must be followed, teaching students to obey, play fairly, and accept the teacher's or referee's decisions. Some even admit mistakes voluntarily, showing moral discipline—honesty even without supervision. Discipline also extends to cleanliness and orderliness, as students take responsibility for cleaning and organizing after activities.

Teachers play a key role in fostering this behavior through guidance, example, and consistent practice. When teachers model punctuality and neatness, students internalize these values naturally. Ultimately, discipline becomes a positive habit ingrained in their character. Thus, PE education shapes not only healthy bodies but also responsible, orderly personalities who respect structure and time—qualities that extend into daily life.

Collaboration

In PE classes at *SD Inpres Bertingkat Mamajang 2*, collaboration is strongly displayed in group activities. PE fosters cooperation (collaboration) alongside discipline, responsibility, and honesty (Purwanto & Yuliawan, 2025). For example, during ball games, students work together to achieve team success—sharing roles, strategizing, and encouraging one another. Collaboration is also visible when they help set up or move equipment, such as nets or mats. No one dominates; everyone contributes according to their ability.

In team games like volleyball, mini soccer, or traditional group games, students learn to plan, divide roles, and communicate effectively. Each player fulfills a role—goalkeeper, attacker, or defender—so that the team performs well. This builds trust, cooperation, and empathy. Non-technical collaboration occurs

when students collectively prepare equipment or clean up afterward, emphasizing shared responsibility and mutual respect.

Collaboration also emerges when facing challenges—such as adjusting pace in a relay so teammates can keep up, or encouraging less confident peers to try. These moments foster emotional support and solidarity. Teachers act as facilitators, guiding discussions, and teaching peaceful problem-solving when disagreements arise. Hence, PE becomes a medium for practicing simple democratic values relevant to students' social lives.

Through collaboration, students learn that success depends on collective effort. These experiences develop their social skills, empathy, and communication—important for future teamwork in academics, careers, and society.

Sportsmanship

Teachers at SD Inpres Bertingkat Mamajang 2 instill sportsmanship through clear rules, modeling fair behavior, and integrating moral values into every activity (Naibaho et al., 2024). For example, during a volleyball or soccer game, some students honestly admit when the ball last touched them even if unseen by others—showing fairness and integrity. They also accept losses gracefully, congratulating opponents and reflecting on improvement rather than blaming others. Winners, meanwhile, celebrate modestly and respect their opponents.

Sportsmanship also manifests in how students support teammates rather than criticize mistakes. A player who misses a goal receives encouragement instead of ridicule, fostering unity and empathy. Obedience to game rules further reflects this value—students play fairly, recognizing that the purpose of sport is not just to win but to learn honesty, fairness, and respect.

PE thus becomes a medium for developing moral and emotional maturity. Students internalize values of honesty, respect, and self-control, which extend beyond the field into daily life—promoting fairness and strong character.

Responsibility

PE learning at SD Inpres Bertingkat Mamajang 2 emphasizes not only physical and motor development but also responsibility. Physical education is designed to develop both personal and social responsibility and transform students' social behavior (Novita et al., 2025). Responsibility is a combination of cognitive, affective, and psychomotor responses—reflecting how students evaluate and respond to tasks (Subekti et al., 2024).

Responsibility is seen when students are assigned to prepare equipment. Those who are responsible complete the task diligently, understanding that carelessness delays class. Afterward, they return equipment neatly, ensuring nothing is lost or damaged. Responsibility also appears in obedience to instructions, completing exercises sincerely despite fatigue.

Socially, responsibility is visible when students help friends in need—for example, assisting someone who falls during a game—demonstrating empathy and care. Responsible students also maintain fairness and honesty during competitions.

Teachers play a crucial role in cultivating responsibility through consistent guidance and example. Over time, students learn that every action has consequences, building consistency, honesty, and accountability. Responsibility in PE thus develops both moral and social maturity—students grow into individuals who are not only physically fit but also ethically grounded and socially aware.

Problems in Character Building

Lack of Awareness

Observation shows that many students lack awareness of discipline and rules. Some arrive late, ignore dress codes, or follow instructions only under supervision. Similarly, in group games, some prioritize personal success over teamwork, showing weak collaborative understanding.

In sportsmanship, many students struggle to accept defeat, protest unfairly, or cheat to win—reflecting weak internalization of honesty and fairness. In responsibility, some neglect assigned duties, preferring to play or avoid work.

These issues stem from limited understanding of core values, lack of consistent role models, and minimal post-lesson reflection. Students comply due to external pressure rather than intrinsic motivation.

Low Motivation

Low motivation appears when students show disinterest in punctuality, participation, and following instructions. In teamwork, some prefer playing alone, reducing group harmony. In sportsmanship, lack of motivation leads to dishonesty or refusal to accept loss. In responsibility, students avoid tasks or skip physical exercises, viewing them as burdens.

This low motivation may result from limited understanding of PE's purpose, weak reinforcement from teachers or parents, and the misconception that PE is "just playtime." Without motivation, students fail to internalize values of discipline, collaboration, sportsmanship, and responsibility.

Effective strategies—such as engaging methods, consistent reinforcement, and rewards—are needed to boost motivation and make character education more meaningful.

Sociological Analysis of Physical Education and Sports in Character Formation

Findings from SD Inpres Bertingkat Mamajang 2 show that schools serve not only as centers of academic and physical skill development but also as spaces for socialization, where values are practiced and constructed. From a sociological perspective, the values of discipline, collaboration, sportsmanship, and responsibility form part of the students' social habitus, built through interactions among teachers and peers.

- a. Discipline reflects the internalization of social norms—students learn societal order and self-regulation through structured routines.
- b. Collaboration teaches solidarity and interdependence—mirroring social cohesion, where group success depends on each member's role.
- c. Sportsmanship models justice, honesty, and acceptance—mirroring real-life social competition and moral decision-making.
- d. Responsibility emphasizes accountability—students learn that social actions carry consequences, reinforcing moral awareness through experience.

However, low awareness and motivation indicate that the socialization process is incomplete. Behaviors are still externally driven rather than internalized. Sociologically, this reflects weak intrinsic values and inconsistent institutional culture.

Therefore, strengthening school culture, teacher role modeling, and family involvement is essential to internalize these values deeply. When PE is understood not just as physical training but as a social and moral learning process, it becomes a powerful tool for shaping disciplined, cooperative, honest, and responsible future citizens.

CONCLUSION

Based on the results of the discussion regarding the implementation of character building by Physical Education, Sports, and Health (PJOK) teachers at SD Inpres Bertingkat Mamajang 2, it can be concluded that physical education has a strategic role in shaping students' character comprehensively—physically, socially, and morally. Through physical activities that involve cooperation, competition, and responsibility, students are not only trained to be healthy and fit, but also to understand essential social values in life. Values such as discipline, collaboration, sportsmanship, and responsibility are the four main dimensions of character that can naturally develop through physical education learning.

First, discipline is formed through students' habituation in obeying rules, following teachers' instructions, being punctual, and maintaining order during activities. This value becomes the main foundation that fosters awareness of the importance of order and regulation in communal life.

Second, collaboration grows through social interactions in team games, where students learn to cooperate, respect each other's roles, and place group interests above personal ones. This value builds social awareness that success can only be achieved through solidarity and harmonious cooperation.

Third, sportsmanship is a tangible form of moral education taught through competitive activities. Students learn to be honest, fair, accept defeat gracefully, and respect opponents and game rules. Sportsmanship trains students to manage emotions, control their ego, and prioritize fairness in every action.

Fourth, responsibility becomes an important aspect instilled through routine activities, such as preparing and tidying up sports equipment, helping friends, and completing practice tasks earnestly. This value strengthens the awareness that every individual has moral and social obligations that must be fulfilled consciously.

However, the results of the study also show that the implementation of character building in Physical Education still faces several problems, especially regarding the lack of awareness and low student motivation. Many students are disciplined only when supervised, cooperate only because of teachers' instructions, or display sportsmanship merely as a formality. This indicates that the internalization of character values has not yet become an intrinsic awareness. From the perspective of the sociology of education, this condition reflects that the process of moral socialization has not yet run optimally, and social values have not yet been embedded as part of students' self-identity.

Low motivation is also a significant challenge. Some students do not yet understand the deeper meaning of Physical Education activities, as they still perceive them merely as playtime. This lack of understanding is influenced by insufficient reinforcement from teachers and family environments, as well as the lack of reflection on values after activities end. As a result, students find it difficult to connect physical activities with broader social character formation.

From a sociological analysis, physical education essentially functions as an arena for the socialization of moral and social values. The interactions that occur on the sports field reflect the process of forming students' social habitus. Teachers act as the main agents of socialization who transfer these values through role modeling, habituation, and positive reinforcement. Therefore, the success of character building does not only depend on physical activities themselves, but also on pedagogical strategies and a school culture that consistently supports the internalization of values.

To increase the effectiveness of character building implementation in Physical Education learning, several things need to be considered. First, teachers must strengthen the reflective approach, in which each physical activity ends with a discussion about the values that can be learned from it. Second, collaboration among teachers, parents, and schools is needed to create an environment that consistently instills character values, both at school and at home. Third, increasing student motivation can be achieved through more engaging, participatory learning strategies that emphasize appreciation of positive attitudes, not merely physical achievement.

Thus, it can be concluded that physical education has great potential in shaping students' character if implemented consciously, reflectively, and sustainably. The values of discipline, collaboration, sportsmanship, and responsibility are not merely parts of the PJOK curriculum, but the foundation for forming Indonesian individuals who are full of integrity, healthy, and socially minded. Character-oriented physical education not only produces students who are physically strong, but also a generation that is morally resilient and ready to contribute to community life.

REFERENCES

- [1] Abd Rahman, B. P., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani, Y. (2022). Pengertian pendidikan, ilmu pendidikan dan unsur-unsur pendidikan. *Al-Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- [2] Alimuddin, M. I., Al-Firdaus, H. M., Batubara, M. R., & Hambali, B. (2024). Peran Guru Pendidikan Jasmani dalam Membentuk Karakter Siswa di Lingkungan Sekolah. *Jurnal Ilmiah Spirit*, 24(2), 12–20.

- [3] Aprima, D., & Sari, S. (2022). Analisis penerapan pembelajaran berdiferensiasi dalam implementasi kurikulum merdeka pada pelajaran matematika SD. *Cendikia: Media Jurnal Ilmiah Pendidikan*, 13(1), 95–101.
- [4] Denoar, D. G. (2024). SURVEI TINGKAT KEDISIPLINAN SISWA PADA PEMBELAJARAN PENDIDIKAN JASMANI OLAHRAGA DAN KESEHATAN DI SMP NEGERI 2 SEDAYU. *Dharmas Journal of Sport*, 4(01), 23–30.
- [5] Hasibuan, J. V. A., Manalu, A. D. B., Octova, A., Tampubolon, W. S., & Nurkadri, N. (2024). Pendidikan Sosiologi Olahraga Pembentukan Karakter dalam Perspektif Sosial. *Jurnal Dunia Pendidikan*, 4(3), 1858–1866.
- [6] Islam, R. W. H. (2025). Pendidikan Jasmani Dan Olahraga: Dasar-Dasar Pembelajaran Dan Evaluasi. *Penerbit Tahta Media*.
- [7] Khaerunnisa, F. S., Hanum, A. A., Andini, F. J., & Agustina, Y. R. (2023). Resiliensi Siswa Sekolah Dasar Pada Pembelajaran Pasca Gempa Bumi Melalui Pembiasaan Ice Breaking. *Dharma Publika: Jurnal Penelitian Dan Pengabdian Masyarakat*, 1(2), 74–81.
- [8] Mardiana, R. D., & Zoki, A. (2021). Survei Minat Belajar Pendidikan Jasmani Di Masa Pandemi Peserta Didik Kelas XI APHP SMK Negeri Kudu Jombang. *PENJAGA: Pendidikan Jasmani Dan Olahraga*, 2(1), 29–34.
- [9] Mulzaman, A. N., Aziz, M. W., Heryanto, R. M., Putra, R. P., & Hambali, B. (2024). Peran Penting Pendidikan Jasmani Terhadap Pembentukan Karakter. *Jurnal Ilmiah Spirit*, 24(2), 21–28.
- [10] Muzakki, A., Kobandaha, F., Annas, A. N., & Arifin, B. (2024). Tantangan dan peluang integrasi pendidikan jasmani dalam kurikulum pendidikan dasar: Sebuah tinjauan literatur. *Innovative: Journal Of Social Science Research*, 4(5), 8511–8521.
- [11] Naibaho, G. I., Ginting, F. X. M., Berutu, H. R., & Syahrohni, M. R. (2024). Evaluasi Strategi Guru PJOK dalam Mengembangkan Nilai Sportivitas Siswa di SMP dan SMA Budi Agung Medan. *Journal Physical Health Recreation (JPHR)*, 5(3), 20–29.
- [12] Novita, B., Sitepu, N. H., Rambe, A. A., Hasibuan, M., & Suyono, S. (2025). Implementasi Pembelajaran PJOK Dalam Membangun Pendidikan Karakter di Sekolah Dasar. *Journal of Humanities Education Management Accounting and Transportation*, 2(1), 394–399.
- [13] Pranata, A., Azwar, B., & Purnama Sari, D. (2021). *Pelaksanaan Layanan Bimbingan Dan Konseling Sebelum dan Masa Pandemi di Madrasah Aliyah Negri Rejang Lebong*. IAIN CURUP.
- [14] Pratama, R. (2023). Peran Guru Pendidikan Jasmani Dalam Membentuk Karakter Siswa Pada MTsN di Kota Banda Aceh. *Jurnal Ilmiah Mahasiswa Pendidikan*, 4(1).
- [15] Pulungan, K. A., Haryanto, A. I., Haryani, M., & Suardika, I. K. (2022). Peningkatan Kemampuan Guru dalam Mengajarkan Tanggung Jawab pada Pembelajaran Pendidikan Jasmani, Olahraga dan Kesehatan. *SPRINTER: Jurnal Ilmu Olahraga*, 3(3), 245–253.
- [16] Purwanto, J., & Yuliawan, D. (2025). Integrasi Nilai Karakter dalam Pembelajaran Pendidikan Jasmani di Sekolah Dasar: Sebuah Kajian Literatur. *NUSANTARA SPORTA: Jurnal Pendidikan Dan Ilmu Keolahragaan*, 3(02).
- [17] Putra, D. M., Kesumawati, N., & Sugianto, H. (2025). PERAN OLAHRAGA DALAM MENINGKATKAN DISPILIN DAN KERJA SAMA PESERTA DIDIK PJOK DI SMA NEGERI 1 PALEMBANG. *EDU RESEARCH*, 6(2), 798–804.
- [18] Rahmat, H., Imam, S., & Dimas, D. (2020). Studi evaluasi tentang kompetensi guru penjasorkes se-Kabupaten Lampung Barat. *Kinestetik: Jurnal Ilmiah Pendidikan Jasmani*, 4(1), 90–98.
- [19] Rahmat, Z. (2022). Peran Guru Pendidikan Jasmani Dalam Membangun Karakter Peserta Didik Di Sd Negeri Deudap. *Jurnal Ilmiah Mahasiswa Pendidikan*, 3(2).
- [20] Ramadhani, O., Marsanda, A., Damayanti, P. D., Suriansyah, A., & Cinantya, C. (2025). Pentingnya Pendidikan Karakter di Sekolah Dasar untuk Membangun Generasi Berkualitas. *MARAS: Jurnal Penelitian Multidisiplin*, 3(1), 151–160.

- [21] Subekti, N., Mulyadi, A., & Mulyadi, D. Y. N. (2024). Integrasi Nilai Sosial dalam Pendidikan Jasmani dan Olahraga: Eksplorasi Strategi dan Hasil Yang Dicapai. *Journal of SPORT (Sport, Physical Education, Organization, Recreation, and Training)*, 8(1), 105–117.
- [22] Wijayanto, A. (2023). *Membedah keilmuan pendidikan jasmani kesehatan dan rekreasii*.