



IMPLEMENTATION OF CHARACTER EDUCATION IN PRIVATE ELEMENTARY SCHOOLS IN CIMAHI CITY

Anjar Maulana Nuraziz¹, Veny Juniarni Hardi², Sumbara Hambali³

Physical Education Health and Recreation, STKIP Pasundan, Cimahi, West Java, Indonesia

Abstract

This study aims to explore the experiences of Physical Education, Sports, and Health (PJOK) teachers in implementing character education at private elementary schools in Cimahi City. Character education has become a central issue in education due to the moral decline among the younger generation. PJOK teachers play a strategic role in shaping students' character through physical activities that emphasize values such as discipline, sportsmanship, cooperation, and responsibility. This research employs a qualitative approach with a phenomenological method. Data were collected through in-depth interviews with two experienced PJOK teachers from private elementary schools in Cimahi. Data analysis was conducted thematically based on Miles and Huberman's framework, including data reduction, data display, and conclusion drawing. The findings reveal that PJOK teachers integrate character values through modeling, group games, reflective discussions, and positive reinforcement. The main obstacles encountered include limited instructional time, lack of facilities, and students' low awareness of character values. In conclusion, PJOK learning plays a crucial role in holistic character development, and teachers' experiences can serve as valuable insights for prospective educators to implement effective character education in elementary schools.

Keywords: Character Education, PJOK Teachers, Elementary School, Phenomenology

INTRODUCTION

Character education is an integral part of the national education system which aims to shape students to have strong personalities, noble character, and responsibility (Samani & Hariyanto, 2012). In the context of basic education, the application of character values is very important because this period is the period of basic formation of children's personalities (Zubaedi, 2015).

The moral crisis among students, such as low discipline, honesty, and responsibility, is a big challenge for the Indonesian education world (Hidayat, 2020). Therefore, the government emphasizes strengthening character education (PPK) through all subjects, including Physical Education, Sports, and Health (PJOK).

PJOK learning is not only a means of improving fitness, but also an effective vehicle to instill character values. Through physical activities such as games, sports, and teamwork,

students learn about sportsmanship, cooperation, and respect for rules (Graham et al., 2013). PJOK teachers are important figures in shaping students' character through activities that develop cognitive, affective, and psychomotor aspects in a balanced manner.

Several previous studies have confirmed the role of PJOK in character education (Mustofa & Dwiyoogo, 2022; Primary, 2023; Alimuddin, 2024). However, research that explores the experience of PJOK teachers in implementing character education in private elementary schools, especially in Cimahi City, is still limited. Therefore, this study was conducted to explore the experience of PJOK teachers in instilling character values, strategies used, and obstacles faced.

METHODS

This study uses a qualitative approach with phenomenological methods, because it focuses on understanding the subjective experiences of PJOK teachers in the context of the implementation of character education. The research population is all PJOK teachers in private elementary schools in Cimahi City. The sampling technique used purposive sampling, with two PJOK teachers as the main informants who had more than five years of teaching experience. Data was obtained through in-depth interviews, observations, and documentation. Data analysis was carried out using the Miles and Huberman model which includes three stages: data reduction, data presentation, and conclusion drawing and verification. The validity of the data was tested through triangulation of sources and techniques.

RESULTS AND DISCUSSION

PJOK teachers instill values such as discipline, responsibility, sportsmanship, cooperation, and honesty. These values are integrated in various activities such as group games and sports matches. Students are trained to obey the rules of the game, respect their opponents, and be responsible for the team. This finding is in line with Alimuddin's (2024) research which shows that physical activity is effective in shaping students' moral and social values.

Teachers use an exemplary approach, moral reflection, and positive reinforcement in learning. Obstacles that arise include limited learning time, limited facilities, and variations in student character. Teachers overcome these obstacles with learning innovations such as simple games, motivation through inspirational stories, and parental involvement. PJOK teachers develop simple games without expensive tools, motivate students through inspirational stories, and relate character values to everyday life. Teachers

also coordinate with homeroom teachers and parents to ensure consistency of character values outside of school.

These findings reinforce the view that character education should be integrated into all subjects, and that physical activity is a natural medium for student character building. Physical activity is a natural medium for strengthening character values because it involves social and emotional interaction of students (Mustofa & Dwiyoogo, 2022). Thus, PJOK learning contributes greatly to the formation of student character holistically.

CONCLUSION

PJOK teachers instill values such as discipline, responsibility, sportsmanship, cooperation, and honesty. These values are integrated in various activities such as group games and sports matches. Teachers use an exemplary approach, moral reflection, and positive reinforcement in learning. Obstacles that arise include limited learning time, limited facilities, and variations in student character. Teachers overcome these obstacles with learning innovations such as simple games, motivation through inspirational stories, and parental involvement. These findings reinforce the view that character education should be integrated into all subjects, and that physical activity is a natural medium for student character building.

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General Interview Coding Table

Code	Sub-Codes	Quotes from Resource Persons	Interpretation
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K1	Understanding of character education	"Character education in my opinion... a must-have personality..." (Teacher of SD Tridaya)	Teachers understand character education as a habituation of good values.
K2	Games as a medium of character	"In the game there are characters such as sportsmanship, responsibility..." (Teacher of SD Tridaya)	Sports games are used to instill character values.
K3	Habituation of a positive attitude	"Heating up on your own without being told... That includes a disciplined attitude." (Teacher of SD Tridaya)	Discipline is instilled through the routine of PJOK activities.
K4	Leadership & cooperation	"They automatically make small circles... One person becomes the leader." (Teacher of SD Tridaya)	Students show leadership spontaneously.
K5	Empathy and inclusion	"We get students used to inviting friends with special needs..." (Teacher of SD Tridaya)	Inclusive learning fosters an empathetic attitude.
K6	Ant operation and hygiene	"Ant operation... so that there is no garbage in the field." (Elementary School Teacher Hikmah Exempla)	Teachers train responsibility through real actions to protect the environment.
K7	Addressing student conflicts	"When the shirt... I stopped the activity and gave directions." (Teacher of SD Tridaya)	Teachers use a humanist approach in dealing with conflicts.

K8	Teacher collaboration	"I also discussed it with the accompanying teacher..." (Teacher of SD Tridayaya)	Teachers collaborate to support children's characters.
K9	Character assessment	"Making a rubric... cognitive, cognitive, and attitudistic assessments." (Teacher of SD Tridayaya)	The assessment is carried out through aspects of attitude and participation.
K10	Time constraints & number of students	"The difficulty is that Karen A meets him once a week... his son is more than a hundred." (Elementary School Teacher Hikmah Exempla)	Limited time and number of students are a challenge for implementation.
K11	Influence of family background	"The number of working mothers... Babysitting..." (Elementary School Teacher Hikmah Exempla)	Family plays an important role in supporting character education.
K12	School support	"The school is very supportive... There are often planning discussions." (Teacher of SD Tridayaya)	The school provides a collaborative space for character learning.
K13	Teacher training	"I participated in the PKG PJOK training from the Ministry..." (Teacher of SD Tridayaya)	Teachers take part in training to improve competence.
K14	Student mutual agreement	"At the beginning of the semester, make rules with students..." (Teacher of SD Tridayaya)	Rules are made with students to practice responsibility.