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CHARACTER FORMATION OF STUDENTS THROUGH PHYSICAL EDUCATION: A REVIEW OF SELF-CONTROL AND COOPERATION AT STATE MIDDLE SCHOOL

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ABSTRACT

This study aims to describe the role of physical education in character building of students at SMP Negeri 19 Palu, particularly in the aspects of self-control and cooperation. This study was motivated by the gap between the ideal implementation of character education in the curriculum and learning practices in the field, which still tend to be oriented towards the development of motor aspects and have not fully integrated character values optimally. The study used a descriptive survey method with a quantitative approach and a cross-sectional design. Data collection was carried out after the physical education learning process had been running for one semester or after one learning session was completed, so as to provide an actual picture of the condition of student character. The research sample consisted of students of SMP Negeri 19 Palu selected using the technique of proportional stratified random sampling. The research instrument used a questionnaire to measure character indicators, especially self-control and cooperation. The results showed that the level of student character was in the category of very poor at 10%, poor at 13%, sufficient at 43%, good at 26%, and very good at 8%. While the sufficient category was more dominant, indicating that physical education has contributed to the formation of student character through Physical Education, especially in the development of self-control and cooperation skills. However, these results also indicate that the internalization of character values still requires strengthening through more integrative, participatory, and experience-based physical education learning strategies so that the formation of students' character can develop more optimally.

Keywords:Physical Education, Character, Self-Control, Teamwork

INTRODUCTION

Education focuses not only on achievement or cognitive aspects, but also provides learning in character development for students as the main foundation for social life, society,

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nation, and state. Education in the 21st-century learning model, the development of digital technology, globalization, and the complexity of social interactions require individuals who are not only academically intelligent, but also possess ethics or the ability to control themselves in social life and cooperate responsibly. Therefore, various previous studies have revealed that today's adolescents face serious challenges. Global research results indicate that approximately one-third of children and adolescents have experienced bullying, which impacts their mental health and social behavior.(Biswas et al., 2020). So the phenomenon of cyberbullying is increasing along with technological developments in the use of digital media, which also reduces the quality of social interaction.(Zhu et al., 2021)This condition indicates a clear gap between the ideal goals of character education and the reality on the ground.

Effective education requires a combination of mental, emotional, social, and ethical growth to create individuals who are flexible and possess strong character in facing changing times. In this approach, character education is a crucial component of the national education framework, implemented systematically and contextually through meaningful learning experiences. In particular, self-discipline and teamwork are essential skills for facing the challenges of modern social relationships, as they relate to the ability to manage oneself and interact positively with others.(Pisa, 2021).. Recent studies also highlight that social-emotional skills are crucial for students' academic achievement and social interactions (Casel, 2020). The physical education learning process plays a crucial role in fostering character development because it focuses on physical activity, social connections, and hands-on experiences. This process is closely linked to self-control, as self-regulation is essential for managing emotions and behavior. Furthermore, approaches using models, such as Physical Education and Teaching Personal and Social Responsibility (TPSR), have been shown to increase participation while fostering character through authentic learning experiences (Kirk, 2019).

Physical Education in Indonesia, according to various research results, plays a vital role in students' social and emotional development, but its implementation remains inadequate. Aldiansah et al. (2025), they found that engaging in physical activity can improve students' communication and teamwork skills. According to Iyan & Burhan (2025), states that integrating character traits can strengthen the elements of cooperation and responsibility. However, this is clarified by Baharuddin et al (2024), through a systematic review, found that achieving such success relies heavily on learning designs that encourage participation and reflection. These combined findings suggest that without a well-structured framework, physical education risks becoming merely a form of physical exercise. Therefore, environments like SMP Negeri 19 Palu require a teaching approach that explicitly incorporates reflection and character values to foster meaningful self-discipline and collaboration. However, much current research continues to view physical education as a broad way to build character without detailing the specific indicators being developed. Research often emphasizes the end result, namely general character improvement, but fails to delve deeply into the aspect of self-control, defined as the ability to manage emotions and actions, or explore cooperation, which refers to the ability to interact socially within a team. Indeed, these two elements serve as clear indicators that can be observed during the learning process. (Li et al., 2022). This deficiency highlights a gap in the research that requires more careful and detailed examination.

Based on evidence at the national level, the implementation of physical education has not fully met its goal of developing character effectively. Studies show that the relationship between character values in education and students' actual actions is still at a moderate level. (Ichwan & Maksum, 2024)This is partly due to the use of unconventional learning strategies and models, which are not tailored to the students' specific needs. This results in the instillation of these values not being fully achieved. Initial observations at SMP

Negeri 19 Palu revealed that physical education lessons still prioritized physical tasks, while character value evaluation was not conducted in an organized manner, highlighting the importance of this research.

Another phenomenon that reinforces this problem is the decline in physical quality, which impacts students' social interactions, thus impacting physical activity due to over-reliance on digital technology. Recent studies have shown that excessive device use is linked to poor self-regulation, higher impulsivity, and difficulty managing attention. (Domoff et al., 2019). In addition, less face-to-face communication negatively impacts collaboration skills and leads to a greater tendency towards individualism. (Pisa, 2021). In physical education environments, there is often a lack of value transfer because the focus is primarily on physical achievement without clear value integration. (Jacobs & Wright, 2018) This situation can also be seen at SMP Negeri 19 Palu, where activities are not fully aimed at fostering appropriate behavior. The situation on the ground shows that not all students can demonstrate behavior that reflects character values in their physical education classes. At SMP Negeri 19 Palu, there are still problems with indiscipline, difficulty managing emotions during competitions, and poor teamwork. These observations align with research showing a link between lack of self-control and aggressive behavior, as well as failure to comply with rules. (Li et al., 2022). In addition, weak collaboration indicates a lack of social skills, which should be developed through education.

While much research has examined physical education and character traits, much of it remains general and lacks measurable criteria. Indeed, evidence-based physical education strategies require precise measurement of the variables being studied. (Casey et al., 2021).. Therefore, this study is important to explore in more detail how physical education influences self-regulation and teamwork as concrete measures of student character, particularly in the specific environment of SMP Negeri 19 Palu. The problem becomes more complicated when the focus of physical education remains on motor skills and performance outcomes. Emotional aspects are not routinely included, meaning the values taught are not always translated into actual behavior. Reflective methods have demonstrated their effectiveness in enhancing the internalization of values, as they allow students to assess their learning experiences (Ni Chroinin et al., 2018) However, this method has not been fully utilized at SMP Negeri 19 Palu, resulting in suboptimal development of self-regulation and teamwork. The importance of this research is increasingly significant for current Indonesian education policy, which focuses on the Pancasila Student Profile and is based on the 7 Habits of Great Indonesian Children Program. This aligns with the goal of physical education, which provides benefits in instilling values such as cooperation and integrity through group activities. (Tinjo et al., 2025) However, one of its main shortcomings is the lack of precise criteria for character indicators, which results in challenges in objectively assessing achievement.

Based on this, this research aims to specifically analyze the role of physical education in character formation through indicators of self-control and cooperation. This research is expected to provide an empirical contribution while strengthening a character-based evaluative approach in physical education. Furthermore, the Palu City context provides novelty due to its limited national studies. Therefore, the results of this study are expected to serve as a basis for developing more contextual and adaptive learning strategies for the development of physical education learning strategies that are more focused, measurable, and relevant to the demands of character formation in the contemporary era.

METHOD

Types of research

This study used a quantitative descriptive survey method with a cross-sectional design. The survey method was chosen to collect empirical information from participants in Character Formation of Students Through Physical Education: A Review Of Self-Control and Cooperation at State Middle School
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their natural environment without intervention or changes to variables. Thus, the focus of the study was on describing existing conditions rather than explaining cause-and-effect relationships (Creswell, 2012). The quantitative approach was chosen because the information was collected in numerical form through surveys and analyzed statistically to present an objective view of student characteristics (Auliya et al., 2020). Cross-sectional design is applied because data collection occurs at one point in time to describe the current characteristics of students (Kesmodel, 2018). In this study, information was collected after physical education learning had taken place for one semester or after the completion of one learning session, allowing for the representation of the internalization of character values among students, particularly in terms of self-control and cooperation.

This research was conducted at SMP Negeri 19 Palu, with 291 students. The sampling method used was proportional stratified random sampling, which involves randomly selecting samples according to class strata proportions to ensure that each group in the population is represented (Creswell, 2012). The criteria for inclusion in this study required participants to be active students who participated in physical education full-time for one semester. To determine the sample size, According to Arikunto (2010), which states that when a population exceeds 100 individuals, a sample size of 10% to 25% can be used. Following this guideline, the study chose a sample size of 25% of the total population, resulting in 72 students being selected as the sample for this study. The population size can be seen in Table 1.

No	Class	Students per class								Amount
		A		B		C		D		
		L	P	L	P	L	P	L	P	
1	VII	16	16	12	11	15	8	-	-	78
2	VIII	12	20	16	16	12	15	12	14	117
3	IX	13	19	14	18	14	18	-	-	96
Total number										291

Table 1. Number of Students at State Middle School 19 Palu
Source: State Junior High School 19 Palu.

The data collection method used a survey designed with character indicators relevant to physical education learning. Initially, the research tool went through a trial phase to ensure its validity and reliability before being applied in the main data collection. The assessment of the instrument's validity and reliability involved 46 statement items and 65 respondents. According to Arikunto (2010), validity testing is the analysis stage carried out to determine the validity or legitimacy of a research instrument. Based on the results of the trial phase, all data examined was considered valid, with no data being omitted, so that the total data used for analysis consisted of 65 respondents (100%). The results of the questionnaire validity test can be seen in Table 2.

No	Question Items	Rxy	Rtable	Information
1.	Item 1	.386	0.244	Valid
2.	Point 2	.308	0.244	Valid
3.	Item 3	.469	0.244	Valid
4.	Item 4	.392	0.244	Valid
5.	Item 5	.245	0.244	Valid

No	Question Items	Rxy	Rtable	Information
6.	Item 6	.323	0.244	Valid
7.	Item 7	.394	0.244	Valid
8.	Article 8	.266	0.244	Valid
9.	Article 9	.243	0.244	Valid
10.	Article 10	.246	0.244	Valid
11.	Article 11	.103	0.244	Invalid
12.	Article 12	.323	0.244	Valid
13.	Article 13	.276	0.244	Valid
14.	Article 14	.363	0.244	Valid
15.	Article 15	.297	0.244	Valid
16.	Article 16	.518	0.244	Valid
17.	Article 17	.358	0.244	Valid
18.	Article 18	.401	0.244	Valid
19.	Article 19	.174	0.244	Invalid
20.	Article 20	.245	0.244	Valid
21.	Article 21	.453	0.244	Valid
22.	Article 22	.254	0.244	Valid
23.	Article 23	.236	0.244	Invalid
24.	Article 24	.297	0.244	Valid
25.	Article 25	.245	0.244	Valid
26.	Article 26	.486	0.244	Valid
27.	Article 27	.502	0.244	Valid
28.	Article 28	.508	0.244	Valid
29.	Article 29	.387	0.244	Valid
30.	Article 30	.157	0.244	Invalid
31.	Article 31	.108	0.244	Invalid
32.	Article 32	.275	0.244	Valid
33.	Article 33	.045	0.244	Invalid
34.	Article 34	.253	0.244	Valid
35.	Article 35	-.141	0.244	Invalid
36.	Article 36	.457	0.244	Valid
37.	Article 37	.501	0.244	Valid
38.	Article 38	.399	0.244	Valid
39.	Article 39	.298	0.244	Valid
40.	Article 40	.370	0.244	Valid
41.	Article 41	.601	0.244	Valid
42.	Article 42	.248	0.244	Valid
43.	Article 43	.246	0.244	Valid
44.	Article 44	.275	0.244	Valid

No	Question Items	Rxy	Rtable	Information
45.	Article 45	.247	0.244	Valid
46.	Article 46	.298	0.244	Valid

Table 2. Questionnaire Validity Test Results

Information:

Valid Question Items : 39 Questions
Invalid Question Item : 7 Questions

Furthermore, the validity assessment was carried out by comparing the Corrected Item-Total Correlation (r count) figure with the R table value of 0.244. The results showed that of the 46 tested statement items, 39 items were considered valid because the calculated r value was greater than the R table value. Conversely, 7 items were labeled invalid because the calculated r value was below the R value in the table, so the item numbers were rearranged based on the statement number. The valid statement items can be seen in table 3.

Variables	Factor	Statement Items		Amount
		Positive	Negative	
The Role of Physical Education in Character Building	Self-control	1,2,3,4,5,6,7,8,9,10,11,1		
		2,13,14,15,16,17,18,19, 23,24,25	20,21,22	25
	Cooperation	26,27,29,30,31,33,34,35, 36	28,32,37,38, 39	14
Total Statement				39

Table 3. Results of Valid Statement Items

It was suggested that these invalid items be removed or revised, as they were unable to accurately measure the intended construct. Therefore, the final instrument used in this study consisted of 39 valid and reliable items, allowing it to accurately measure student character in physical education learning.

The results of the reliability test showed that the Cronbach's Alpha score was 0.832 based on 46 items. This score exceeds the minimum required limit of 0.70, so it can be concluded that the research instrument shows a strong level of reliability or good internal consistency. Thus, this tool is appropriate for use in data collection in research. According to Arikunto (2010), the reliability test is a stage of analyzing the level of reliability of a research instrument before it is used as a means of data collection because the tool is adequate. The Cronbach's Alpha value can be seen in Table 4.

Table 4. Cronbach's Alpha values

Reliability Statistics	
Cronbach's Alpha	N of Items
.832	46

The steps in data collection are:

- 1) The data collection process involved researchers coming directly to the school, namely SMP Negeri 19 Palu.

- 2) Researchers distributed questionnaires to research subjects, namely students of SMP Negeri 19 Palu.
- 3) Before respondents filled out the questionnaire, the researcher explained the procedure for filling it out, and filling it out was done together by the researcher reading out the questionnaire one by one.
- 4) After being filled out by the research subjects, the questionnaires were then collected for analysis.

Data analysis was conducted using descriptive percentage analysis, which aims to group student character levels into specific categories. Data processing was performed using Microsoft Excel and SPSS version 16 software to produce accurate and systematic analysis.

RESULTS

Research result

The results of this study describe the importance of physical education in developing student character at SMP Negeri 19 Palu. In the description, two factors were identified, namely self-control and encouraging cooperation. The information collected was grouped using Microsoft Excel and analyzed with the help of SPSS version 16 to identify the data provided, which includes the average, median, mode, and standard deviation for each element and the whole. Based on the results of the research that has been done. Therefore, the analysis data from the scores obtained can be seen in table 5.

No	Statistics	Overall Results	Self-control	Cooperation
1	Minimum Value	75.00	48.00	14.00
2	Maximum Value	153.00	99.00	56.00
3	Mean (Average)	119.25	78.97	40.28
4	Standard Deviation	16.26	9.71	9.49

Table 5. Descriptive Test Results

The results of the descriptive test presented in Table 5 show that the total results are grouped into scores, using the average figures and standard deviations obtained from a sample group of 72 junior high school students at SMP Negeri 19 Palu. The results reveal that the very low category includes 7 students or 10%; the low category includes 9 students or 13%; the sufficient category consists of 31 students or 43%; the good category has 19 students or 26%; and the very good category holds 6 students or 8%. Thus, the contribution of Physical Education in Developing Student Character at SMP Negeri 19 Palu is generally placed in the sufficient category. From the recorded average score, which is 119.25 and is in the range of 111.12 to 127.38, it can be concluded that the contribution of Physical Education in Developing Student Character at SMP Negeri 19 Palu as a whole is sufficient. Data analysis of the scores obtained can be seen in Table 6.

No	Interval	Category	Frequency	%
1	$143.65 < X$	Very good	6	8%
2	$127.38 < X \leq 143.65$	Good	19	26%
3	$111.12 < X \leq 127.38$	Enough	31	43%
4	$94.85 < X \leq 111.12$	Not enough	9	13%
5	$X \leq 94.85$	Very less	7	10%
Amount			72	100%

Table 6. Overall Frequency Distribution

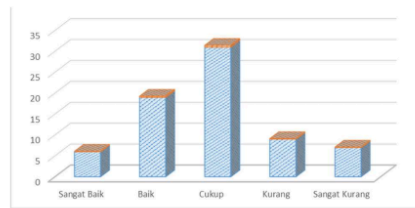


Figure 1. Overall Frequency Distribution

Following the presentation of general descriptive statistical findings, the subsequent analysis focused on two key factors related to character development in physical education, specifically self-control and cooperation. These two elements were examined to provide a clearer understanding of the level of character growth among students, allowing for an understanding of how physical education contributes to the development of self-management skills and the creation of positive social relationships within the learning environment.

1) Self-control

The results of the data regarding the frequency distribution for categorizing self-control factors are based on a study of 72 students from SMP Negeri 19 Palu. The results show that 5 students, or 7%, are included in the very low group; 16 students, or 22%, are categorized as low; 28 students, equivalent to 39%, are considered sufficient; 19 students, or 26%, are considered good; and 4 students, representing 6%, are included in the very good category. Therefore, the importance of Physical Education in developing the character of students at SMP Negeri 19 Palu, related to the aspect of self-control, is considered sufficient. By examining the average value of 78.97, which is between 74.12 and 83.83, it can be concluded that the Role of Physical Education in Shaping the Character of Students at SMP Negeri 19 Palu is adequate based on the criteria of self-control. The analysis data from the scores obtained can be seen in table 7.

No	Interval	Category	Frequency	%
1	$93.54 < X$	Very good	4	6%
2	$83.83 < X \leq 93.54$	Good	19	26%
3	$74.12 < X \leq 83.83$	Enough	28	39%
4	$64.41 < X \leq 74.12$	Not enough	16	22%
5	$X \leq 64.41$	Very less	5	7%
Amount			72	100%

Table 7. Frequency Distribution of Self-Control.

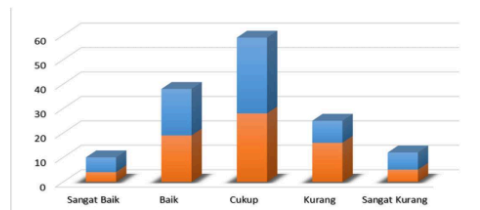


Figure 2. Frequency distribution of self-control.

2) Cooperation

The results of the data regarding the frequency distribution for categorizing cooperation factors, based on a survey involving 72 students from SMP Negeri 19 Palu. The survey results show that the very low category is 6 people or 8%; the low category is 2 people or 3%; the sufficient category is 47 people or 65%; the good category is 16 people or 22%; and the very good category is 1 person or 1%. Thus, the Role of Physical Education in Developing Student Character at SMP Negeri 19 Palu, related to the cooperation factor, is categorized as sufficient. Regarding the average score, which is 40.28 and falls within the range of 35.53 to 45.03, it can be concluded that the Role of Physical Education in Developing Student Character at SMP Negeri 19 Palu, related to the cooperation factor, is categorized as sufficient. The analysis data from the scores obtained can be seen in table 8.

No	Interval	Category	Frequency	%
1	$54.52 < X$	Very good	1	1%
2	$45.03 < X \leq 54.52$	Good	16	12%
3	$35.53 < X \leq 45.03$	Enough	47	65%
4	$26.04 < X \leq 35.53$	Not enough	2	3%
5	$X \leq 26.04$	Very less	6	8%
Amount			72	100%

Table 8. Frequency distribution of student collaboration

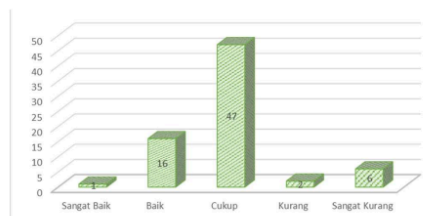


Table 3. Frequency distribution of student collaboration

Based on the findings from the descriptive analysis, both factors were in the sufficient category, but showed different patterns. Regarding the self-control factor, the average score recorded was 78.97, with the distribution of categories largely led by the sufficient category, which represented 39%, followed by the good category at 26%. Furthermore, the percentage of students in the less than adequate category (22%) was still quite high, indicating that some students had difficulty managing their emotions, discipline, and behavior effectively during physical education lessons.

Meanwhile, the cooperation aspect has an average score of 40.28, indicating a significant prevalence in the sufficient category (65%). The good category (22%) is relatively similar to self-control, but the percentage in the very good category is only 1%, indicating that students' cooperation skills have not developed to an optimal level at higher levels. A more in-depth comparison reveals that self-control shows a more favorable trend than cooperation. This observation can be noted through:

- 1) The good and excellent category levels in self-control exceeded those found in cooperation.
- 2) The distribution of data in self-control appears more balanced, while in cooperation, most are concentrated in the sufficient category.

- 3) The highest scores in self-control were proportionally greater, indicating that there were students who demonstrated very strong self-control capacities.

The results showed that physical education lessons at SMP Negeri 19 Palu were better at developing self-control than at fostering cooperation. This situation arose because physical education emphasized self-discipline, following game rules, and managing emotions during competitive play rather than methods specifically enhancing teamwork.

DISCUSSION

The findings of this study indicate that physical education plays a role in developing students' character, particularly regarding self-discipline and teamwork, although the performance level remains in the adequate range. With an average score of 119.25 and a predominance of the adequate category (43%), this indicates that the physical education curriculum includes character values. However, these values are not yet fully reflected in students' daily actions. This situation reveals that although physical education can serve as a valuable tool for character development, its effectiveness is highly dependent on the quality of the teaching methods used (Bailey et al., 2013).

Conceptually, understanding the achievement of categories can be explained through a gradual process of internalizing character values. This process begins with knowing (moral knowing), progresses to feeling (moral feeling), and culminates in doing (moral action). At this level, students typically understand some core values and some begin to integrate them; however, they have not yet developed the ability to apply them consistently in their actions. Character development does require time, support, and practice to become stable behavior (Lickona, 2013).

Character development is influenced by modeling, reinforcement, and habits. Physical education instructors serve as important behavioral models because interactions during learning are direct and intensive. When character values are only demonstrated indirectly without regular reinforcement, character development outcomes tend to be less effective. This supports research showing that the quality of teaching interactions is crucial to achieving success in character education through physical activity (Opstoel et al., 2019).

Physical education can also be seen as hands-on learning, where students acquire knowledge through involvement in physical activities, games, and sports that require adherence to rules, emotional management, and social interaction. These hands-on experiences help students understand the importance of responsibility and cooperation in a concrete way. However, achievement levels that remain within the satisfactory range indicate that the implementation of physical education has not fully maximized its potential for character development. The primary emphasis on physical skills often results in the integration of character values becoming an additional component, rather than the primary goal of learning. This situation indicates the need for a change in the approach to physical education learning, one that is more comprehensive and focused on character development (Aldiansah et al., 2025).

Regarding self-control, the findings of this study revealed a moderate success rate of 39%, indicating that some students possess basic skills in managing their actions and feelings. This is particularly evident in their ability to follow game rules, accept outcomes, and control their emotions during activities. However, this success rate does not indicate that all students exhibit consistent behavior. Among the students, 61% who did not demonstrate ideal self-control were influenced by various factors. These include their psychological growth during adolescence, which is characterized by the search for identity and often results in emotional fluctuations. Furthermore, peer influence plays a significant role in shaping adolescent behavior, particularly in the social dynamics at school (Steinberg, 2020).

The findings of this study support the idea that building self-control requires learning methods that are both instructive and reflective. Taking time to reflect after a learning activity allows students to assess their experience and understand the benefits gained. Reflective methods in physical education have been shown to be more effective in developing self-control than traditional methods (Hastie & Casey, 2014). Regarding cooperation, the results showed a satisfactory achievement rate of 65%, indicating that students were more effective in improving their social skills than their individual skills. From a sociocultural perspective, this situation can be understood through the strong collectivist values in Indonesian culture, where the ideals of togetherness and mutual support are an integral part of students' social interactions (Triandis, 2018).

Physical education activities centered on group play offer ample opportunities for students to connect, exchange roles, and work together to achieve common goals. These activities effectively enhance communication skills, empathy, and social responsibility. Research shows that a cooperative learning approach in physical education significantly improves students' social skills (Casey & Goodyear, 2015). However, the prevalence of adequate cooperation indicates that the quality of student collaboration has not reached its full potential. Much of the cooperation that occurs is still situational and task-focused, rather than rooted in a deeper understanding of social values. This situation is referred to as pseudo-cooperation, which arises from external situational needs rather than from internalized principles (Dyson & Casey, 2016).

The difference in success between self-control and cooperation suggests that social character is likely to develop more rapidly than personal character, as social character benefits from direct interaction during learning. On the other hand, self-discipline requires a more complex and ongoing internalization process. This observation aligns with research findings showing that cooperative learning accelerates the growth of students' social character (Ichwan & Maksum, 2024). The impact of physical education on character development is greatly influenced by the teaching methods used. Educational approaches that encourage reflection, emphasize personal responsibility, and foster valuable social interactions have proven more effective in fostering student character. A successful model in this context is the Teaching Personal and Social Responsibility (TPSR) model, which focuses on individual and social responsibility throughout the learning experience (Pozo et al., 2018).

In general, the findings of this study support the idea that physical education plays a role in shaping students' character, particularly in relation to cooperation and self-discipline. However, the achievement level, which is categorized as sufficient, indicates that the use of physical education for character development needs to be further enhanced through more organized, planned, and values-based learning methods to achieve more reliable and lasting behavior modification (Tinjo et al., 2025).

CONCLUSION

Based on the research conducted, it can be stated that physical education influences the character development of students at SMP Negeri 19 Palu, particularly in the areas of self-control and teamwork. This is reflected in the research findings, which show that most students are categorized as adequate. These results indicate that physical education has played a role in developing character traits, but the results are still not fully optimal because not every student is able to consistently apply these traits in their daily activities.

These findings suggest that physical education learning in schools continues to emphasize the development of motor skills rather than the deliberate and direct development of character. In fact, by participating in various games and sports, students can learn significant lessons about discipline, responsibility, self-control, and teamwork. Therefore, educators should emphasize the importance of reinforcing character values in

every aspect of the learning experience, not just the outcomes of the physical activities students participate in.

This study has several limitations that must be considered. It used only descriptive methods, meaning the findings are limited to describing the current situation and cannot fully explain cause-and-effect relationships. Furthermore, the information gathered from the survey relies heavily on students' honesty and understanding when answering each question. The fact that this study was conducted in only one school means its conclusions may not be broadly representative of conditions in other schools.

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