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Character education to improving student learning outcomes

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Article Info	ABSTRACT
	Character education is one of the issues that need to be addressed by the Indonesian education system. This research aims to analyze the relationship between character and learning outcomes of Physical Education students inMiddle Schools. This is a quantitative correlation research with data collected from a total sample of 30 students. The results showedan insignificant relationship between character and learning outcomes of Middle School students studying Physical Education. This is because the implementation of character in the physical education subject has not yet been appropriately conductedto ensure it impacts student learning outcomes of those below the limit value.

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Introduction

Every educationist and the relevant unit is primarily interested in realizing (Rahmania et al., 2020) two significant goals, namely guiding students to be smart and properly behaved (Lickona, 2013). This indicates improving the quality of learning is based not only on assessing intellectual (cognitive) abilities but also on moral education, which dramatically affects students' learning outcomes. Besides, efforts to develop character building need to be embraced to overcome certain crises encountered both individually and collectively, reflected in academic institutions from elementary to higher levels (Ayi Suherman, 2018).

Educational institutions hold the main key to teaching and molding students' characters and morals. There is a need to implement a curriculum with character education in each subject (Nida, 2019). This is because learning about manners, courtesy, honesty, a sense of responsibility, integrity, discipline, hard work, and at the same time, solidarity is some of the morals that need to be taught in schools (Dalyono & Lestariningsih, 2017). Moreover, when individuals have good morals and character, they become socially acceptable. The implementation of character education is expected to help students, specifically teenagers, to abstain from negative influences.

Generally, education is an interactive process that aids the factors involved in achieving set goals. This is clearly witnessed in the learning process, namely when educators teach students relevant values, knowledge, and skills. Its target is centered not only on intellectual development but also on instilling knowledge, discipline, and appreciation of known practices (Ramdhani, 2014). According to Retnasari et al. (2021), the implementation of character education programs in schools strengthens and shapes students' behavior. However the highest academic goal is the development of learners' personalities as a whole by changing their attitudes from negative to positive, destructive to constructive bad to noble, including maintaining the good character it bears (Jónsson et al. al., 2021).

Some research on character education is carried out in a limited context, namely in the classroom. This has certain boundaries and is full of formally structured stress, for example, the limited space also restricts students' movement and thought. Certainly, character education does not need to be established as a formal

subject, but it has to be integrated into all disciplines. Teachers need to adopt effective learning strategies to overcome certain problems (Hidayati et al., 2020). Character building is an effort to form a strong personality. Based on this reason, every educational institution needs to integrate this program into all activities (Muhtar & Dalyono, 2020). Besides, the implementation of character values has clear goals and strategies to improve one's morale (Opstoel et al., 2020).

The importance of character education is based on the fact that the results are not fully in accordance with the objectives of academics, specifically among teenagers. Moral degradation is on the increase because the affective aspect is ignored. Therefore, students who do not exhibit good character are perceived as intelligent humans with zero emotions (Ningsih, 2011), and this tends to affect one's social life (Intania & Sutama, 2020). Character education is not only related to right and wrong issues, but also involves the inculcation of good habits. It is easier to build the children's character when they are still in school (Fathinnaufal & Hidayati, 2020). Based on this reason, teachers need to educate students to embrace positive attitudes while paying attention in class (Gutiérrez et al., 2020). However, the implementation of character education is not necessarily carried out in schools. The role of parents is also instrumental in determining students' attitudes.

The educational field tries to keep up with the changing times by employing methods in line with developments, specifically those related to technology (Hergüner & Yemen, 2021). Character education is important because its outcome is not fully in accordance with academic goals, considering the phenomenon among adolescents who are increasingly experiencing a moral decline (Ningsih, 2011). Unfortunately, there is an increase in moral degradation because the affective aspect is usually ignored. Therefore, students' attitudes do not reflect good character; they are perceived as intelligent humans with zero emotions. Based on this reason, teachers need to educate them on the importance of developing positive character.

Physical education and sports are an integral part of a comprehensive academic system, and its implementation needs to be directed at achieving set goals. There is a need to emphasize that the purpose is to develop students' potential through physical activities. Physical education is an educational process to improve individuals' neuromuscular, emotional, and cognitive abilities (Gunadi, 2018). As a subject, it does not only maintain physical fitness instead, it serves as a basis for instilling patterns of character values such as sportsmanship, cooperation, friendship, and discipline.

To foster good character through physical education, teachers need to develop a conceptual framework that serves as a guide in implementing the learning process (Muhtar et al., 2020). The experiences gained from this subject are directed at developing physical fitness and healthy lifelong effective values, such as honesty, fair play, sportsmanship, empathy, sympathy, politeness, and good mental attitude, which are recognized as an integral part. Several physical education learning processes usually ignore these values because its implementation is also often stuck with the ultimate goal of physical fitness, thereby failing to appreciate effective values. On the other hand, physical education is a medium for promoting an active lifestyle, inculcating moral values, ethics, and sportsmanship.

The purpose of integrating character education in each subject is expected to improve learning outcomes and also students' attitudes because it leads to good results (Adang Suherman, 2016). Physical education is different from sports because it teaches activities to maintain body health, strengthen muscles, and shape students' character. Meanwhile, certain physical activities require high-level skills and stipulated rules (Novianti et al., 2020).

Physical education also involves the development of positive attitudes as well as various activities, namely intellectual intelligence, critical and logical thinking skills, to ensure that students are fit and to optimally improve their mindsets (Mahardika, 2021). The learning process employed serves as a medium to encourage physical and psychological qualities, motor skills, knowledge and reasoning, appreciation of values, and habituation of healthy lifestyles that stimulates growth and development. Physical Education and Health and the implementation of character values have to be taught by experienced teachers starting with the stages of learning, planning, and performance (Kistoro et al., 2021).

Education focuses more on intellectual development, while the affective aspects and moral virtues get less attention. In accordance with these conditions, teachers need to pay attention and emphasize the importance of character education. Schools play a great role in learning. This is not only exhibited in meeting certain expectations and inculcating in students' cognitive skills, rather, the affective aspect must not be ignored (Suryani, 2021). It is important to strike a balance, thereby ensuring that character education is not be ignored.

The implementation of character education in Indonesia is currently not optimal. Even the learning situation, which is the main motivation for implementing this subject, is not yet ideal. It is simultaneously with teaching and learning activities integrated into every subject, including physical education and sports. Furthermore, in Physical Education, many values are inculcated, such as the spirit of sportsmanship, honesty, courage, hard work, self-control, responsibility, cooperation, justice, wisdom, respect, integrated into various games (Yuliawan, 2016). Character development is a habitual process formed through sports and physical education taught by teachers at school and parents at home. Its implementation positively impacts students, and this aims to help them face the future (Irmalia, 2020).

Based on the earlier mentioned description, the learning process employed in the teaching of physical education, including sports, tends to be properly executed. Teachers play an important role and are responsible for 3 main tasks, namely lesson plans, its implementation, and assessing or evaluating students' learning outcomes. However, in implementing character values, they also need to work with parents at home. These parties need to be highly committed to dealing with generations Y and Z, known as millennial children, including the environment where they are raised (Handayani Tyas et al., 2020). It is intended that students not only have good academic achievements, rather they also need to possess good morals and behavior.

Schools have various components consisting of inputs, processes, outputs, internal and external environments, and impacts. Input is defined as quality and competitive output that undergoes a series of processes or stages that are optimally operated. Meanwhile, the final results obtained from students' internal and external training are based on a system held within the school environment. The process and student learning outcomes are assessed in accordance with their social life. The steps involved in strengthening Character Education in learning include determining short and long-term programs, setting indicators, assessing performances, comparing results, linking and analyzing errors, and taking corrective actions or measures (Satria & Shahbana, 2020). According to Amran et al. (2021), effectiveness, motivation, and students' learning outcomes in sports lessons are influenced by several supporting factors to achieve success. These include infrastructure, mastery of technology, supporting facilities, adequate internet network, and access to the available information.

High learning outcomes are evidence of students' success in understanding the subject matter. In circumstances where the reverse is the case, it is improved by implementing teaching interventions or lesson plans (Carlin, 2020). Students with high learning outcomes are considered able to absorb the material provided by teachers. Conversely, those with low results are assumed to be unable to master the subject matter presented (Ritonga et al., 2021). Efforts to improve the learning outcomes include listening to teachers' explanation, always repeating the lessons taught, actively asking questions in class. It is also greatly affected by the application of character learning in education supported by motivation (Prontenko et al., 2020) and adequate learning facilities because it follows students' needs. Improved learning achievement is achieved by paying attention to several aspects, both internally and externally, therefore, there is a need for teachers to design a more efficient and conducive teaching environment (Öktem, 2020).

Learning activities within the scope of the study, specifically in physical education subjects, usually emphasize aspects of attitudes, knowledge, and skills, and this discipline is an important part of achieving national goals. Based on Koc (2017), physical education has a positive effect on learning activities, and provides a significant impact on students' development. In addition, Wang (2017) stated that it has an irreplaceable influence on the formation of moral character, intellectual development, aesthetic achievement, and a healthy lifestyle. According to Ryan & Poirier (2012), physical education is a significant part of everyone's life, and its importance needs to be properly understood.

Education is an important part of the entire learning process because it aims to improve individual performance through a medium, namely physical activity, to develop and maintain the human body. This is reinforced by Dwiyogo & Cholifah (2016), which stated that it is important in terms of development from childhood to adulthood. Therefore, physical activities are an essential part that plays a role in the growth and development of students. Physical education is a mandatory subject in schools. In addition, Ugeltha & Meyvilliano (2017) stated that students who take these courses are intelligent. This shows that implementing character education in these subjects is important in improving their learning outcomes. Arifin (2017) reported that the role of physical education teachers improves the quality of human resources through character implementation. Learning outcomes are part of students' achievements obtained based on efforts adopted in the classroom, while character education acts as an instrument employed by teachers, enabling them to compete, be ethical, have good manners, and appropriately interact with the community.

Based on observations that have been made on the learning outcomes of physical education, sports, and health of Junior High School students, the majority still have low results. This is evident in the January to June 2021 semester results listed in their report cards, lack of parental awareness of the importance of cooperating with the teachers in applying character values, specifically discipline, enthusiasm for learning, responsibility, etc. Therefore, it is expected that student's learning outcomes in Physical Education need to be improved.

The statement above shows that the implementation of character education in schools is necessary because it leads to the formation of the desired attitude. Its suitability with physical education subjects is closely related to students' success and learning achievements. The description of the background is an inspiration and rationale to carry out another research entitled "Character Education to Improve Student Learning Outcomes."

Method

This quantitative correlational research employed independent variables such as character values and dependent physical education learning outcomes. The instrument used is a questionnaire regarding the implementation of character values with 39 questions. A proportionate stratified random sampling technique was utilized. The research population was 30 students of class VIII in SMPN 1 Batipuh.

Results and Discussion

In this chapter, the character and learning outcomes of physical education were presented to describe each data as follows:

Character (X)
The maximum, minimum, mean and standard deviation values of the physical education learning ability test results are 96, 69, 80.1, and 7.23, respectively. A detailed description is shown in Table 1.

Table 1. Character Frequency Distribution (X)

Category	Interval	Frequency	Percentage
Very Good	≥91	4	13,33%
Good	84 -90	2	6,66%
Enough	76 -83	16	53,33%
Not Enough	69 -75	8	26,66%
Very Less	≤68	0	0,00%
		30	100%

The maximum, minimum, mean and standard deviation values of the physical education learning ability test results are 96, 69, 80.1, and 7.23, respectively. The description of 30 samples discovered that 4 of respondents had characters scored above 91 (13.33%) and in the very good category, 2 (6.66%) were within 84 to 90 and in the good category, 16 (53.33%) ranged from 76 to 83 and in the insufficient category, 8 (26.66%) were from 69 to 75 and in the poor category, and none had 68 in the less category.

Physical Education Learning Outcomes (Y)
In accordance with the Physical Education learning ability test results, the maximum and minimum scores were 82.5 and 22, respectively. In addition, the mean (average) value and Standard Deviation were 61.2 and 14.63. A detailed description is shown in Table 2.

Table 2. Frequency Distribution of Physical Education Learning Outcomes (Y)

Category	Interval	Frequency	Percentage
Very Good	≥83,29	0	0,00%
Good	68,66 -83,28	14	46,66%
Enough	53,74 -68,55	6	20,00%
Not Enough	39,25 -53,73	9	30,00%
Very Less	≤39,24	1	3,33%
		30	100%

The maximum, minimum, mean and standard deviation values of the physical education learning ability test results are 82.5, 22, 61.2, and 14.63, respectively. The result showed that 30 (83.29%) samples are in the very good category, 14 (46.66%) ranging from 68.66 to 83.28 is in the good category, 6 (20%) ranging from 53.74 to 68.55 is in the sufficient category, 9 (30%) ranging from 39.25 to 53.73 is in the poor category, and 1 (3.33%) relatively in 39.24 is in the very poor category.

Contribution of Character (X) to the Learning Outcomes of Physical Education for Students of Junior High School
The hypothesis of this research was first tested with the product-moment correlation analysis:
Ho: There is no significant relationship between X and Y
Ha: There is a significant relationship between X and Y

The character correlation analysis of physical education learning outcomes produced a correlation coefficient of ry1 = 0.129. The results are shown in Table 3.

Table 3. Results of Character Correlation Analysis (X) Against Physical Education Learning Outcomes (Y)

Between correlation	Correlation coefficient (r)	Coefficient r table	t_{hit}	$t_{tab}\alpha=0,05$
X and Y	0.129	0,361	0,688	1.70

Description:
Significant correlation coefficient thit (0.688) < ttab (1.70)

Based on the significance correlation test between the pair of character scores (X) and the learning outcomes of physical education (Y) shown in Table 1, at-count (0.688) < t-table (1.70) was obtained at a significance level = 0.05 and dk (n–2=28). Therefore, it is evident that Ho is accepted and Ha is rejected. This means that there is no significant relationship between characters and Junior High School students' physical education learning outcomes.

The results obtained regarding the contribution of character in terms of improving students' learning outcomes were discussed. It was further proven that character (X) does not significantly correlate with the Junior High School students' physical education learning outcomes. This result is indicated by the acquisition of *rcount* of 0.129 and *rtable* within = 0.05 and 0.361, therefore, rcount < rtable, meaning that students' character does not significantly contribute to the learning outcomes. The character element does not play a role in contributing to students' learning outcomes.

Based on the results obtained, it was discovered that character values do not have an impact in terms of improving learning outcomes because it is still not properly implemented. According to Derlina et al. (2015), there needs to be some sort of stimulation triggered by teachers regarding the curious attitudes and actions of students who are always trying to do something and solve problems in depth. Increased curiosity occurs because they are motivated to acquire knowledge, seek information from various sources and in different ways, besides, it is important to encourage them to work hard.

Education is a means and process of transmitting knowledge and civilization to future generations to facilitate the survival of society. The speed at which humans consume all-natural and biological resources is far greater than their renewal. In the learning process, planning is the first step to determining the goals or objectives efficiently and effectively achieved. This basically determines the activities that need to be carried out in the future because it aids the learning process run as expected to achieve maximum learning outcomes (Abbas et al., 2021). Character education helps students to overcome social problems. Teaching and learning methods that promote the development of ethical and responsible individuals need to be demonstrated and applied in society. Other values, such as caring for others, honesty, responsibility, discipline, enthusiasm for learning, and other important qualities, need to be taught. Character education in the context of self-esteem is promoted by a conducive environment, thereby significantly impacting students' achievement (Pradana et al., 2021).

Physical education focuses on the academic aspect of physical activity that utilizes the mechanism of motion. Besides, all aspects of students' growth and development mostly occur through movement. According to Riyadi (2016), learning modification in the form of modified infrastructure, materials and methods are one of the efforts to improve the quality of physical education. The modified approach is usually in the form of playing activities and competitions. The application of character education is an alternative to creating fun learning.

Quality education is a basic need for everyone because it aids in improving an individual's standard of living (Asri et al., 2019). The implementation of integrated character development in physical education is pioneered by teachers who act as leaders, coordinators, and communicators to ensure all students are raised in accordance with their respective duties and functions. These parties communicate using body language, voices, and certain movements (Carsiwan et al., 2021).

Regarding improving learning outcomes, it is important to understand the concept of character education in developing students' interests and efforts. This is inseparable from teachers because they need to possess pedagogic, personal, social, and professional competencies. These 4 attributes, when properly mastered, aid them to produce students with good characters. The school environment and character education have an influence on students' achievement. This means that a conducive learning environment and character education boost their achievements and vice versa. Meanwhile, the magnitude of the influence between the 3 variables is 0.43, meaning that it has a high impact (Nababan, 2021).

At the evaluation stage, the program is assessed for continuous improvement, designed, and implemented to detect the actualization of character in students as an indicator that the process of civilizing and empowering character is successful. Basically, character education is assessed with respect to the educators, staff, and students' performances (Masruroh et al., 2021). Learning achievement is not only related to the scores obtained by the learners. It also concerns the behavior displayed, related to cognitive and psychomotor, and the affective aspect. With respect to improving students' learning outcomes, sports teachers usually ask for feedback on their tastes and preferences regarding exercises or games that they participated in, and this tends to be considered as part of the lesson plans (Montero-Carretero & Cervelló, 2020).

Conclusion

Based on the results obtained, there is no significant relationship between character and learning outcomes. However, a correlation coefficient value of 0.129 < r table 0.361 and distribution coefficient *t count* 0.688 < t table 1.70 was realized. It is evident that character values do not have an impact on improving students' learning outcomes in Physical Education. This is because it was not properly implemented, and it affected the learning outcomes which were still below the limit value. Optimal learning outcomes are generally measured based on 3 domains, namely cognitive (knowledge), psychomotor, such as mastery of motion, and affective changes in attitude and behavior. Character education as a component in boosting students' affective values greatly impacts their learning outcomes. Based on preliminary research, it was concluded that this variable is closely related to the implementation of character by teachers in schools. This plays an important role in improving students' learning outcomes, specifically their persistent, curious, and disciplined attitudes. As the main coordinator in a physical education class, it is necessary to have a study plan that contains character values in an effort to improve students' learning outcomes.

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