



The Role Of Physical And Social Teacher As A Media In Character Education Of State Elementary School Students In Montong Gading District

Sekar Pudak Wangi¹, Susi Yudarwati², Trisnar Adi Prabowo³

Study Program of Physical Education, Mandalika University of Education, Indonesia¹²,

Study Program of Physical Education, Muhammadiyah University of Brebes, Indonesia³

sekarpudakwangi@undima.ac.id¹, susiyundarwati@undikma.ac.id²,

trisnar.prabowo@umbs.ac.id³

Abstrak

The gap in character cultivation of students at school can be seen from the deviant behaviors often exhibited by the students, both during the teaching and learning process and outside of school hours. The mentioned deviant behaviors include indiscipline in participating in learning activities, a lack of empathy towards teachers and peers, undiscipline in dressing, littering, not returning items to their original places, and frequently using foul language. This research aims to gain an understanding and wants to know about the role of PJOK teachers as a medium in the character education of elementary school students in Montong Gading sub-district. This type of research is descriptive quantitative with a survey method. This research instrument used is a questionnaire. The sampling technique used is *saturation sampling*, which involves the entire population of 28 PJOK teachers as respondents. Data analysis techniques using descriptive statistics quantitatively. The results show that the role of PJOK teachers serves as media in character education for elementary school students in Montong Gading sub-district, categorized into several groups, is dominated by the “adequate” category with percentage of 42,86%. Other categories include “very good” at 7,14%, “good” category at 21,43%, “lacking” category at 17,8%, and 10,71% in the “very lacking” category. Further research is expected to cover a wider area with a larger number of respondents, multiple levels of education, and a mixed methods approach in order to obtain a more comprehensive picture of the role of Physical Education teachers in character education.

Keywords: *The role of PJOK teachers, Character Education.*

INTRODUCTION

Education is a crucial aspect of human life. It can help individuals hone their potential. Education is an effort to advance the development of morality (inner strength and character), the mind, and the body of a child (Agustini, 2021). Character is a value embedded in an individual, acquired through education, experience, experimentation, sacrifice, and environmental influences (Birhan et al., 2021). This then becomes an intrinsic value manifested in a system of fighting spirit and subsequently influences ways of thinking, attitudes, and actions.

Building character in students in the school environment can be integrated into every learning activity, one of which is through the Physical Education (PJOK) subject. The primary role of the PJOK subject is to instill affective values such as honesty, fair

play, sportsmanship, empathy, sympathy, courtesy, and a positive mindset, which are essential components of PJOK (Apriani et al., 2023). With sustained effort, positive character can be instilled and developed within an individual.

Recently, numerous incidents of deviant behavior have been discovered among students, both inside and outside the school environment. This tendency toward deviant or negative behavior can be considered a sign of a moral crisis. This moral crisis among students is suspected to be a result of globalization, especially the rapid development of science and technology (Budiarto, 2020; Hairiyah et al, 2022). This, in turn, has opened up opportunities for the proliferation of foreign cultures that do not align with existing societal norms and customs, which can have a negative impact. Numerous factors demonstrate that gaps persist in character development among students, including numerous reports of violence in schools, rampant bullying, misconduct toward teachers and peers, low empathy and a lack of responsibility, and numerous other deviant behaviors frequently engaged in by students, which are considered disturbing (Prihatmojo & Badawi, 2020; Prabandari, 2020; Ratri & Atmojo, 2024).

Character education in today's era is crucial and should be implemented, starting within the family, school, and extending throughout the community. Character education is an effort to build character, to carve and shape the soul to be unique, interesting, and distinct from others, like letters in the alphabet. This is how individuals with personalities are distinguished from one another (Casma et al., 2023). Character education in schools plays a crucial role in providing long-term moral, ethical, and academic solutions to address various problems. This can stimulate community and school interest in educating children to become the best individuals and perform their duties well (Aningsih et al., 2022).

Nurgiansah et al., (2020) state that character education is an effective solution for building strong character for future generations, particularly in the school environment. The school environment also plays a crucial role in developing students' personalities through character education. In this regard, teachers play a very strategic role due to their close relationship with students, and they often serve as role models.

A teacher's role is not only as an educator and instructor, but also as a person who must demonstrate good behavior. The motto "Teachers: respected and imitated" reflects the profound influence a teacher has on their students. Every action or behavior

demonstrated by a teacher at school tends to be imitated by their students. In this context, physical education (PE) teachers play a crucial role in embodying ethical values and developing moral and responsible behavior. PE teachers can integrate character education by using learning methods that involve physical activity, such as group games or team sports (Muhtar & Dallyono, 2020; Pramono et al., 2023). This research aims to gain an understanding and wants to know about the role of PJOK teachers as a medium in the character education of elementary school students in Montong Gading sub-district.

METHOD

The research design used in this study was a quantitative descriptive design using a survey method. The survey method is an approach in quantitative research used to obtain data regarding an event, including beliefs, opinions, characteristics, behaviors, and relationships between variables, and to test hypotheses related to the research variables drawn from a specific population (Takona, 2024). The population in this study was all physical education teachers in public elementary schools in Montong Gading District. There are 28 physical education teachers in Montong Gading District. The sampling technique used in this study was *saturation sampling*. *Saturation sampling* is a sampling technique that uses all members of the population as samples (Subhaktiayasa, 2024). The sample taken in this study was 28 physical education teachers in elementary schools in Montong Gading District.

In this study, the instrument used was a questionnaire, where respondents simply chose the answers provided. Measurements in this study were conducted using a Likert scale with five alternative answers. Likert scale is a measurement instrument used to assess the attitudes, opinions, and perceptions of individuals and groups regarding a particular social phenomenon. This study used quantitative descriptive statistical analysis techniques. The analyzed data will be presented in the form of a frequency table, categorized, and presented in the form of a histogram. The categorization is carried out into five categories: very good, good, sufficient, poor, and very poor. After the data is grouped into each category, the next step is to calculate the percentage of each data using the following percentage formula:

$$p = \frac{f}{N} \times 100\%$$

Information:

p = persentase

f = frekuensi

N = Number of Cases (number of frequencies/number of individuals)

RESULTS AND DISCUSSION

The results of this study aim to provide a comprehensive understanding and overview of the role of physical education (PJOK) teachers as a medium for character education in public elementary school students in Montong Gading District. This study was conducted from May 15 to May 30, 2025, in 28 public elementary schools in Montong Gading District. This study involved 28 teachers as respondents. Data were obtained through a 28-item questionnaire. Each question had five response categories: always (SL), often (SR), sometimes (KD), almost never (HTP), and never (TP). The questions in the questionnaire were grouped into five factors: inspiration, role model, motivator, dynamic factor, and evaluator.

Based on the results of research on the role of PJOK teachers as a medium in student character education, the minimum score was 99, the maximum score was 138, with an average value (mean) of 123.10, a median of 125.5, a mode of 132, and a standard deviation of 9.88. The following is a descriptive description of the role of PJOK teachers as a medium in character education for public elementary school students in Montong Gading district in the table below.

Table 1. Description of Research Results: The role of PJOK teachers as a medium in character education for public elementary school students in Montong Gading sub-district.

Interval	Kategori	Frekuensi	Persen (%)
$\geq 137,92$	Sangat Baik (SB)	2	7,14%
$128,04 \leq X < 137,92$	Baik (B)	6	21,43%
$118,16 \leq X < 128,04$	Cukup (C)	12	42,86%
$108,28 \leq X < 118,16$	Kurang (K)	5	17,86%
$\leq 108,28$	Sangat Kurang (SK)	3	10,71%
Jumlah		28	100%

The presentation of data in graphical form can be seen in the following image:



Figure 1. Description of Research Results: The role of PJOK teachers as a medium in character education for public elementary school students in Montong Gading sub-district.

Based on the data table and graphic images presented above, it can be seen that the role of PJOK teachers as a medium in character education for public elementary school students in Montong Gading sub-district is spread across several categories. The "very good" category consists of 2 respondents (7.14%), the "good" category by 6 respondents (21.43%), the "sufficient" category is filled by 12 respondents (42.86%), the "less" category by 5 respondents (17.86%), the "very less" category includes 3 respondents (10.71%). Furthermore, the description of the research results based on each aspect is presented as follows.

1. Inspirational Factor

The role of PJOK teachers as a medium in character education reviewed from the inspiration factor was measured using a questionnaire consisting of 4 statement items. Based on data from 28 respondents, the average value (mean) was 17.82, median 18, mode 19, standard deviation of 1.36, minimum score of 15 and maximum score of 20. A descriptive overview of the research results on the inspiration factor is presented in the following table.

Table 2. Inspirational Factors

Interval	Kategori	Jumlah	Persen (%)
$\geq 19,86$	Sangat Baik (SB)	1	3,57%
$18,5 \leq X < 19,86$	Baik (B)	10	35,71%
$17,14 \leq X < 18,5$	Cukup (C)	8	28,58%
$15,78 \leq X < 17,14$	Kurang (K)	7	25%
$\leq 15,78$	Sangat Kurang (SK)	2	7,14%
Jumlah		28	100%

The presentation of data in graphical form can be seen in the following image:

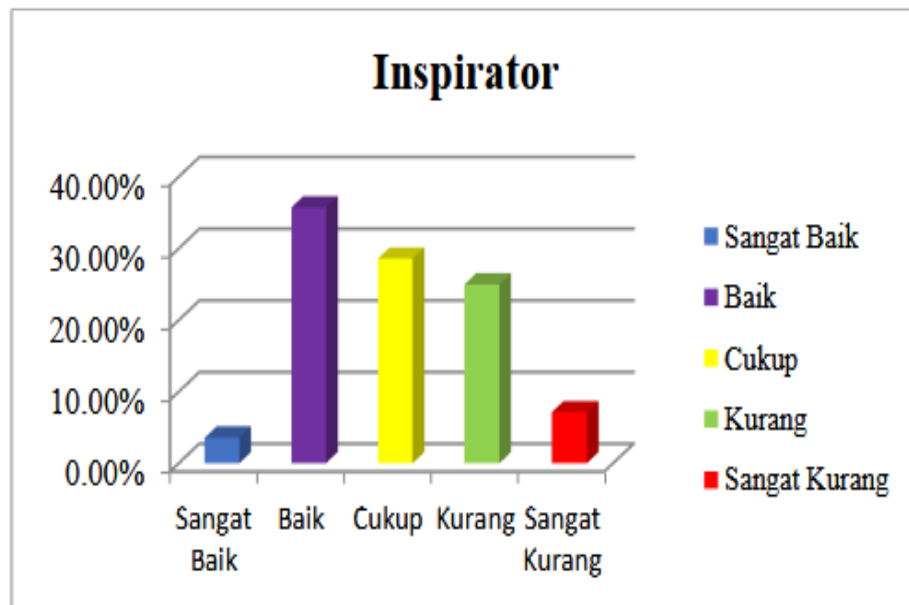


Figure 2. Inspirational Factors

2. Exemplary Factor

The role of PJOK teachers as a medium in character education is reviewed from the exemplary factor, measured using a questionnaire consisting of 4 statements. Based on data from 28 respondents, the average value (mean); 19.21, median; 20, mode; 20, standard deviation of 1.22, minimum score of 16 and maximum score of 20. A descriptive overview of the research results on the exemplary factor is presented in the following table.

Table 3. Inspirational Factors

Interval	Kategori	Jumlah	Persen (%)
$\geq 21,04$	Sangat Baik (SB)	0	0%
$19,82 \leq X < 21,04$	Baik (B)	18	64,29%
$18,6 \leq X < 19,82$	Cukup (C)	3	10,71%
$17,38 \leq X < 18,6$	Kurang (K)	3	10,71%
$\leq 17,38$	Sangat Kurang (SK)	4	14,29%
Jumlah		28	100%

The presentation of data in graphical form can be seen in the following image:

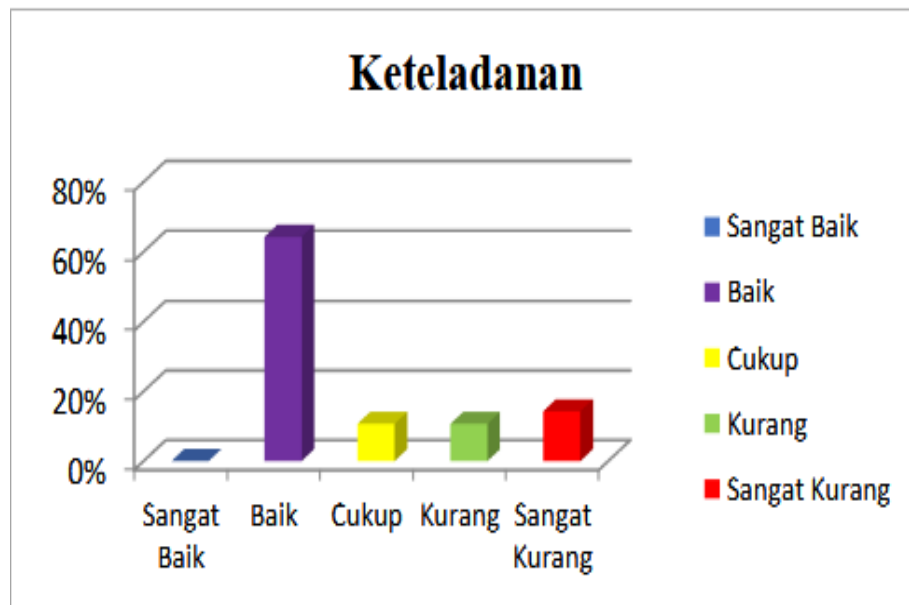


Figure 3. Inspirational Factors

3. Motivating Factors

The role of PJOK teachers as a medium in character education in terms of motivator factors was measured using a questionnaire consisting of 4 statement items. Based on data from 28 respondents, the average value (mean); 17.25, median; 17, mode; 17, standard deviation of 1.73, minimum score of 14 and maximum score of 20. A descriptive overview of the research results on motivator factors is presented in the following table.

Tabel 4. Faktor Inspirator

Interval	Kategori	Jumlah	Persen (%)
$\geq 19,84$	Sangat Baik (SB)	3	10,71%
$18,11 \leq X < 19,84$	Baik (B)	3	10,71%
$16,38 \leq X < 18,11$	Cukup (C)	15	53,58%
$14,65 \leq X < 16,38$	Kurang (K)	4	14,29%
$\leq 14,65$	Sangat Kurang (SK)	3	10,71%
Jumlah		28	100%

The presentation of data in graphical form can be seen in the following image:

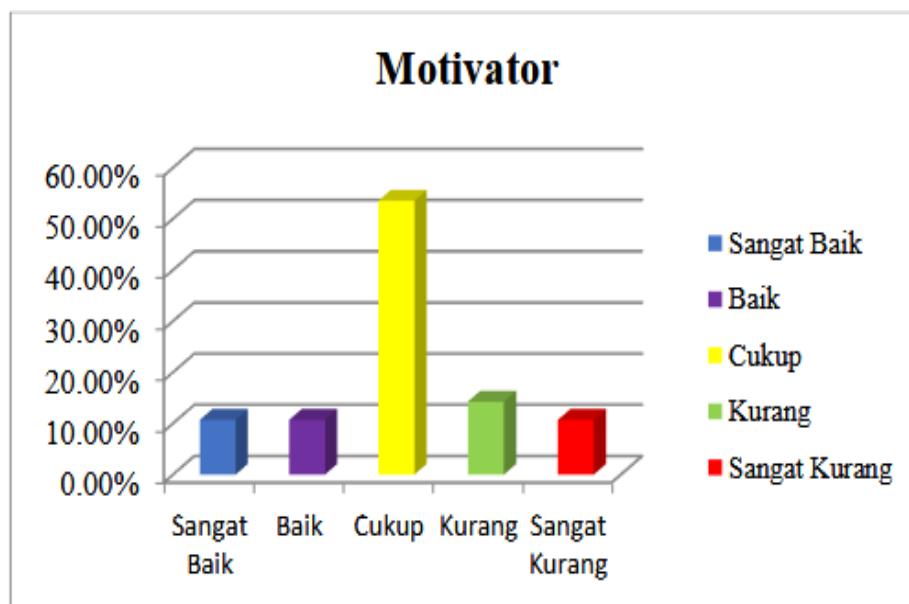


Figure 4. Motivating Factors

4. Dynamic Factor

The role of PJOK teachers as a medium in character education in terms of dynamic factors was measured using a questionnaire consisting of 8 statements. Based on data from 28 respondents, the average value (mean); 34.71 median; 35.5, mode; 37, standard deviation of 3.90, minimum score of 25 and maximum score of 40. A descriptive overview of the research results on dynamic factors is presented in the following table.

Table 5. Dynamic Factors

Interval	Kategori	Jumlah	Persen (%)
$\geq 40,56$	Sangat Baik (SB)	0	0%
$36,69 \leq X < 40,5$	Baik (B)	12	42,86%
$32,76 \leq X < 36,6$	Cukup (C)	10	35,71%
$28,86 \leq X < 32,7$	Kurang (K)	4	14,29%
$\leq 28,86$	Sangat Kurang (SK)	2	7,14%
Jumlah		28	100%

The presentation of data in graphical form can be seen in the following image:

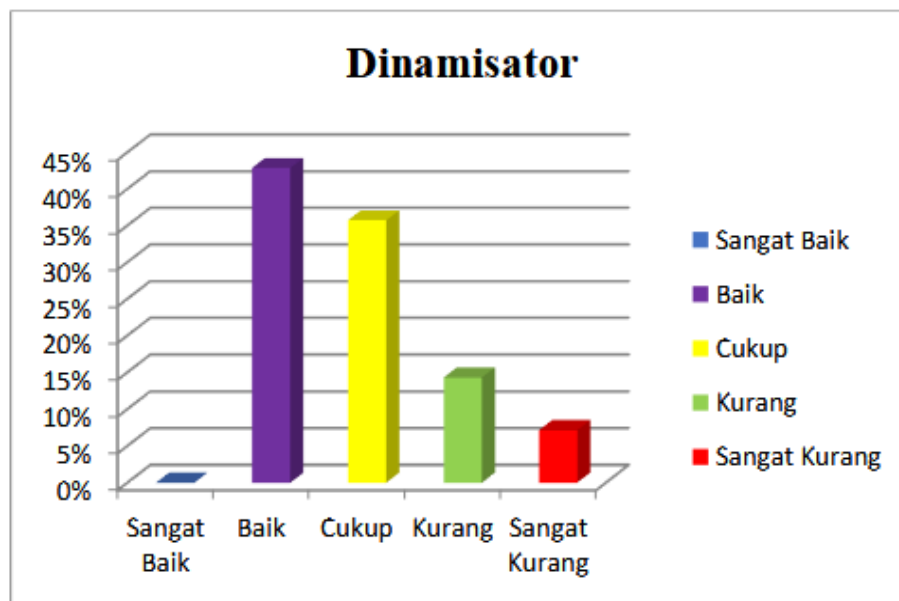


Figure 5. Dynamic Factor

5. Evaluator Factor

The role of PJOK teachers as a medium in character education reviewed from the evaluator factor was measured using a questionnaire consisting of 8 statements. Based on data from 28 respondents, the mean was 34.10, median 34, mode 37, standard deviation 3.52, minimum score 27, and maximum score 40. A descriptive overview of the research results on the evaluator factor is presented in the following table.

Table 6. Evaluator Factors

Interval	Kategori	Jumlah	Persen
$\geq 39,38$	Sangat Baik (SB)	2	7,14%
$35,86 < X \leq 39,38$	Baik (B)	8	28,58%
$32,34 \leq X < 35,86$	Cukup (C)	9	32,14%
$28,82 \leq X < 32,34$	Kurang (K)	7	25%
$\leq 28,82$	Sangat Kurang (SK)	2	7,14%
Jumlah		28	100%

The presentation of data in graphical form can be seen in the following image:

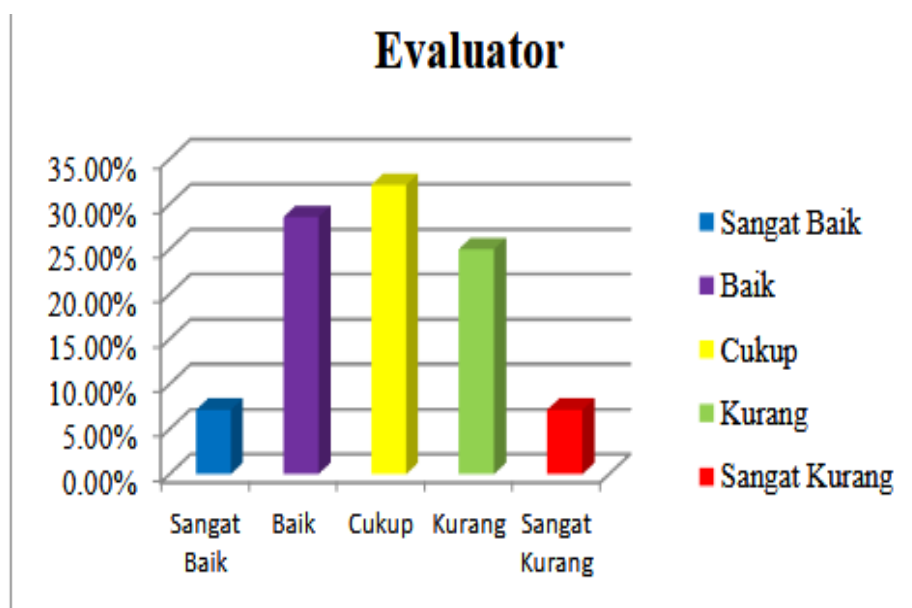


Figure 6. Evaluator Factor

DISCUSSION

Based on the research findings, it is clear that the role of physical education (PJOK) teachers as a medium for character education in public elementary school students in Montong Gading District is spread across several categories. The majority (42.86%) fall into the "sufficient" category, followed by 21.43% in the "good" category, 17.86% in the "poor" category, 10.71% in the "very poor" category, and 7.14% in the "very good" category. Based on the research findings, the role of physical education (PJOK) teachers as a medium for character education in public elementary school students in Montong Gading District falls within the "sufficient" category. This reflects that most teachers have

begun integrating character values into the learning process, although implementation is not yet fully optimal.

Referring to the developmental phase of elementary school-aged children, this period is crucial for their psychological and physical growth. Therefore, the character education process needs to be carried out consistently and continuously to provide a strong foundation for the development of their future personalities. The following is a discussion of the role of physical education (PJOK) teachers in each of these factors:

1. Inspirator

Based on the data processing results, it can be concluded that the role of physical education teachers in Montong Gading District as inspirational teachers falls into the "Good" category, with a percentage of 35.71%. This finding indicates that the majority of physical education teachers have effectively carried out their role in inspiring students. Some teachers have successfully raised enthusiasm and exerted a significant positive influence on students, such as fostering a fighting spirit and providing examples of good character, religiousness, morality, and dignity. A total of 28.58% are in the "Sufficient" category, where several physical education teachers have demonstrated a significant role in inspiring students through exemplary attitudes and behavior. Furthermore, 25% are in the "Poor" category, indicating that some teachers are still not fully capable of inspiring or building student motivation in learning and in daily life.

7.14% of teachers are categorized as "Very Poor," indicating that a small proportion of teachers have not effectively fulfilled their inspirational role. Finally, 3.57% were in the "very good" category, indicating that several physical education teachers in this region truly stand out as key inspirations for students. Overall, the role of physical education teachers as inspirations is predominantly categorized as "good." This finding confirms that some teachers have strived to fulfill their inspirational role, and their contribution to students' overall character education has reached a good level, although some have not yet reached optimal levels.

2. Exemplary behavior

Based on the data analysis, it can be concluded that the role of physical education teachers in Montong Gading District in terms of exemplary behavior falls into the "Good" category, with a percentage of 64.29%. This finding indicates that physical

education teachers have demonstrated their role effectively, serving as role models for students. This is reflected in the behavior of most teachers, who strive to set an example through positive attitudes and behaviors, such as beginning and ending learning activities with prayer, modeling polite and courteous speech and behavior toward others, helping each other, and fostering a spirit of mutual cooperation.

In the "very poor" category, the percentage obtained was 14.29%. The delivery of material related to exemplary values was still suboptimal, both in terms of content and in terms of daily behavior as concrete examples. In the "sufficient" and "poor" categories, the percentages were the same, at 10.71%. In addition, in the very good category there is a percentage result of 0%, which indicates that there is still no teacher who is included in the very good category in being a role model for his students.

3. Motivator

Based on the data processing results above, it can be seen that the motivator indicator falls into the sufficient category with a percentage of 53.58%. This indicates that physical education teachers are quite active in motivating their students by creating a more engaging teaching and learning environment, which can raise student enthusiasm. Furthermore, 14.29% of teachers fall into the insufficient category, indicating that some physical education teachers are still lacking in motivating students. Finally, the very good, good, and very poor categories all have the same percentage, or equal, at 10.71%. Based on the discussion above, the sufficient category dominates the motivator indicator. Therefore, it can be concluded that in physical education learning, most teachers are sufficient in motivating students.

4. Dynamist

Based on the data analysis, it was found that the role of physical education (PJOK) teachers as dynamic facilitators was categorized as good, with a percentage of 42.86%. This finding indicates that the majority of teachers have been able to harmoniously fulfill their role as dynamic facilitators, by integrating intellectual, emotional, and spiritual aspects into learning activities. This role is a crucial foundation for fostering the holistic and balanced development of student character. Meanwhile, 35.71% of teachers were categorized as adequate, indicating that PJOK teachers have made sufficient efforts to fulfill their role as dynamic facilitators, and

further improvements are expected in both their approach and consistency of implementation. On the other hand, some teachers still face challenges in actualizing this role, as evidenced by the 14.29% of teachers categorized as poor and 7.14% as very poor.

Furthermore, no teachers were categorized as very good (0%). This indicates that no PJOK teachers fully meet the ideal indicators for dynamic facilitators. In fact, at this level, teachers are expected to not only carry out their roles technically, but also be able to be figures who have a unique approach and touch on the personal aspects of students in character formation, both through role models, motivation, and constructive relationships.

5. Evaluator

Based on the data analysis, it appears that the role of physical education and health teachers as evaluators is largely in the adequate category, with a percentage of 32.14%. This indicates that teachers have begun to integrate assessment elements that support student character development, although optimization still needs to be improved. Furthermore, 28.58% of teachers are in the good category, reflecting that they have carried out their evaluative role more comprehensively, from the planning, implementation, and evaluation stages of learning programs, prioritizing character education values. However, 25% of teachers still fall into the very poor category. This finding suggests that some teachers have not fully directed their assessment process toward character development. One indicator is the lack of implementation of peer assessment or self-assessment, which could be a means to instill the values of honesty and responsibility. The very good and poor categories each show the same percentage, at 7.14%.

This study is limited by the relatively small number of respondents and the fact that it only covered one sub-district, making the results difficult to generalize widely. Furthermore, data collection through questionnaires may introduce subjective bias, as respondents may respond based on their personal perceptions. Future research should encompass a wider area and a larger number of respondents to obtain a more comprehensive picture of the role of physical education teachers in character education. Furthermore, future research could employ mixed methods to explore more in-depth

qualitative aspects of teacher strategies and practices in instilling character values in schools.

CONCLUSION

Based on the results of research and discussion, it can be seen that the role of PJOK teachers as a medium in character education of public elementary school students in Montong Gading sub-district which is spread across several categories is dominated by the "sufficient" category with a percentage of 42.86% with a total of 12 respondents. Then in other categories such as the "very good" category obtained a percentage of 7.14% consisting of 2 respondents, 6 respondents were classified as "good" with a percentage of 21.43%, in the "less" category there were 5 respondents with a percentage of 17.86%, and 10.71% in the "very less" category which included 3 respondents. Future research should encompass a wider area and a larger number of respondents to obtain a more comprehensive picture of the role of physical education teachers in character education. Furthermore, future research could employ mixed methods to explore more in-depth qualitative aspects of teacher strategies and practices in instilling character values in schools.

DAFTAR PUSTAKA

- Agustini, N. L. P. R. E. (2021). Character Education for Children in Indonesia. *Journal of Educational Study*, 1(2), 89–94. <https://doi.org/10.36663/joes.v1i2.158>
- Aningsih, Zulela, M. S., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How is the Education Character Implemented? The Case Study in Indonesian Elementary School. *Journal of Educational and Social Research*, 12(1), 371–380. <https://doi.org/10.36941/jesr-2022-0029>
- Apriani, L., Mimi Yulianti, Joni Alpen, & Aprillia Maharani Putri. (2023). Child Character Education Through Health and Sports Physical Education. *Kinestetik : Jurnal Ilmiah Pendidikan Jasmani*, 7(1), 135–142. <https://doi.org/10.33369/jk.v7i1.26895>
- Birhan, W., Shiferaw, G., Amsalu, A., Tamiru, M., & Tiruye, H. (2021). Exploring the context of teaching character education to children in preprimary and primary schools. *Social Sciences and Humanities Open*, 4(1). <https://doi.org/10.1016/j.ssaho.2021.100171>
- Budiarto, G. (2020). Indonesia dalam Pusaran Globalisasi dan Pengaruhnya Terhadap Krisis Moral dan Karakter. *Pamator Journal*, 13(1), 50–56. <https://doi.org/10.21107/pamator.v13i1.6912>
- Casmana, A. R., Dewantara, J. A., Timoera, D. A., Kusmawati, A. P., & Syafrudin, I.

- (2023). Global citizenship: preparing the younger generation to possess pro-environment behavior, mutual assistance and tolerance awareness through school engagement. *Globalisation, Societies and Education*, 21(1), 15–32. <https://doi.org/10.1080/14767724.2021.2013167>
- Hairiyah, H., Hayani, A., & Susilowati, I. T. (2022). Degradasi Moral Pendidikan Di Era Modernisasi Dan Globalisasi. *LITERASI (Jurnal Ilmu Pendidikan)*, 13(2), 162. [https://doi.org/10.21927/literasi.2022.13\(2\).162-176](https://doi.org/10.21927/literasi.2022.13(2).162-176)
- Muhtar, T., & Dallyono, R. (2020). Character education from the perspectives of elementary school physical education teachers. *Cakrawala Pendidikan*, 39(2), 395–408. <https://doi.org/10.21831/cp.v39i2.30647>
- Nurgiansah, T. H., Dewantara, J. A., & Rachman, F. (2020). The Implementation of Character Education in the Civics Education Syllabus at SMA Negeri 1 Sleman. *JED (Jurnal Etika Demokrasi)*, 5(2), 110–121. <https://doi.org/10.26618/jed.v5i2.3106>
- Prabandari, A. S. (2020). IMPLEMENTASI PENDIDIKAN KARAKTER DI SEKOLAH DASAR. *Jurnal Pendidikan Dan Konseling (JPDK)*, 2(1), 68–71. <https://doi.org/10.31004/jpdk.v1i2.586>
- Pramono, H., Nurafiati, S., Rahayu, T., & Sugiharto. (2023). The schools and physical education teachers' efforts in building the elementary students' character. *Cakrawala Pendidikan*, 42(1), 189–197. <https://doi.org/10.21831/cp.v42i1.53359>
- Prihatmojo, A., & Badawi, B. (2020). Pendidikan Karakter di Sekolah Dasar Mencegah Degradasi Moral di Era 4.0. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 4(1), 142. <https://doi.org/10.20961/jdc.v4i1.41129>
- Ratri, M. A., & Atmojo, S. E. (2024). URGENSI DAN IMPLEMENTASI PENDIDIKAN KARAKTER PADA SEKOLAH DASAR DI INDONESIA. *Wawasan Pendidikan*, 4(1), 266–278. <https://doi.org/10.26877/wp.v4i1.16882>
- Subhaktiayasa, P. G. (2024). Menentukan Populasi dan Sampel; Pendekatan Methodology Penelitian Kuantitatif dan Kualitatif. *Jurnal Ilmiah Profesi Pendidikan*, 9(4), 2721–2731. <https://doi.org/10.29303/jipp.v9i4.2657>
- Takona, J. P. (2024, February 1). Research design: qualitative, quantitative, and mixed methods approaches / sixth edition. *Quality and Quantity*. Springer Science and Business Media B.V. <https://doi.org/10.1007/s11135-023-01798-2>