

# Elementary School Students' Character can be Formed through the Physical Education's Role Teacher

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**Submission date:** 01-Aug-2023 08:41PM (UTC+0700)

**Submission ID:** 2139988410

**File name:** Layout\_RIELS\_June\_Suprayitno\_turnitin.doc (166K)

**Word count:** 3966

**Character count:** 21882

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DOI: <https://doi.org/10.47175/rielsj.v1ix.xx>

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## ABSTRACT

The purpose of this study is to ascertain how much physical education teachers contribute to the development of students' character in Tanjung Morawa District elementary/equivalent schools. This study is a quantitative descriptive study that use survey techniques. According to the research that has been done, the sample size for the very high category is 4 persons (67%), for the high category it is 2 people (33%) and for the medium, low, and extremely low categories it is 0 (0%). Based on all the results, it can be said that the character of students in elementary schools or their equivalent throughout the Tanjung Morawa District, which is influenced by the role of the physical education teacher, is good. However, some physical education teachers are still not consistently performing some of the activities listed in the questionnaire.

## KEYWORDS

character; students; elementary school; physical education; teacher

## INTRODUCTION

In response to the spiritual void that followed the social and scientific changes brought about by the 21st century, the character education movement was developed (Hymowitz, 2003, referenced in Mullins, 2011). It is a general phrase that educators use to refer to the process of helping young people acquire positive values and traits (Jones, Ryan, & Bohlin, 1999). Character education is defined by Benninga et al. (2006) as teaching students how to value themselves and others by teaching them interpersonal virtues like respect, fairness, and tolerance as well as self-values like courage, self-discipline, and ambition. Additionally, it is seen as a catch-all word for initiatives to teach civic ideals including decency and accountability, social and emotional development, compassion and empathy, tolerance, and volunteerism (Schwartz, Beatty, & Dachnowicz, 2006). It is the designation given to ies.ccsenet.org in the broadest sense. International Educational Studies, Vol. 10, No. 11; 2017. It is an effort for people to be educated on the most challenging (Agboola & Tsai, 2012) to help the new generation to acquire fundamental human values, make affectability to values, and change them into behavior through coordinate or roundabout programs within the educational programs (Ekşi & Katlımş, 2011).

Numerous issues with character, as defined by Mullins (2011) and cited in Tunay (2022), include ways of thinking and acting that are traits of each person's ability to live and work in the family, society, nation, and the world at large. Character displays a style of thinking and doing that each individual must have in order to live and work, as well as in the family, community, nation, and state. Together, we are now both concerned about the behavior of pupils in a school setting. Numerous issues that develop as a result of low character values are indicative of the character crisis. Students become easily agitated or temperamental, enjoy picking fights with their friends, are not hesitant to steal or take what is not lawfully theirs, and show little care for the environment.

Education encompasses more than just the process of disseminating the teacher's information; it also involves the development of the student's character. Ki Hadjar

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