

The role of physical education in shaping champion athletes' character at PON: A literature study

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ABSTRACT

Purpose: This research aims to analyze the role of physical education in character building of high-performing athletes through a literature study. As an essential component of the school curriculum, physical education has multidimensional contributions in developing values such as discipline, sportsmanship, cooperation, leadership, and fighting spirit, which are vital for athletic success. **Methods:** This study employs a descriptive-analytical method with content analysis techniques on relevant literature, particularly related to the National Sports Week (PON). **Results:** The findings indicate that physical education not only functions to enhance physical capabilities but also serves as an effective medium for athletes' character development. **Conclusion:** The study concludes that physical education plays a significant role in character formation of high-performing athletes, specifically in the context of PON, and emphasizes the importance of strengthening character-oriented physical education curriculum. This is expected to support the development of high-performing athletes while simultaneously shaping the nation's moral identity through sports. The practical implications of this research include collaboration among teachers, coaches, and policymakers to maximize the role of physical education in producing a generation of athletes with high integrity. This study also recommends further research to explore the implementation of character values across various educational levels and sports disciplines.

Keywords: physical education, athlete character, national sports week (PON).

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Introduction

Physical Education is a crucial subject in the Indonesian school curriculum. It is a mandatory subject in elementary, junior high, and senior high schools, aimed at improving human resources, particularly in terms of physical or bodily health (Kuspratiwi et al., 2024). Physical education not only aims to enhance physical health but also plays a vital role in character formation (Hananingsih et al., 2024; Suyato et al., 2024). Developing students' personal character values and making positive contributions to creating a better society are essential roles of physical education (Gandasari, 2023). Through physical activities, values such as discipline, hard work, sportsmanship, responsibility, and perseverance can be instilled in students (Rahmawati et al., 2024). These values are highly relevant for athletes competing in national level competitions such as the PON.

PON is a competitive sports championship that not only prioritizes physical skills but also instills moral and social values to create fair, sportsmanlike, and dignified competition (Hariyoko, 2019; Mardizal et al., 2021; Wahyudi & Irsyada, 2022). The recently concluded PON XXI North Sumatra and Aceh 2024 should have been a symbol of pride and a moment of unity for all elements of society. However, behind the vibrancy of the competition, negative records remain due to unsportsmanlike behavior displayed by some athletes, teams, and officials on the field. Incidents such as dishonesty, provocation, and rule violations tarnish sporting values, reminding us that victory without upholding sportsmanship is essentially a moral defeat. Similar phenomena have not only occurred this time but have emerged in almost every PON implementation, indicating the need for greater attention to fostering ethical values in sports. In this context, physical education can play a crucial role in developing individuals who are not only skilled in sports but also ethical.

Through physical education in schools, students are taught to respect friends and opponents, accept match results with sportsmanship, and work cooperatively in teams (Temel et al., 2023; Salahudin et al., 2024).

These values not only build positive character but also strengthen social relationships and develop a champion mentality. Strong character formation becomes an essential element of athletic success, helping athletes handle competitive pressure, maintain sports ethics, and uphold sportsmanship in every situation (Irfan, 2018; Narto, 2024). Physical education, therefore, serves as a primary foundation in supporting athletic achievement at the highest level.

However, studies directly addressing the relationship between physical education and character formation of athletes competing in PON remain limited. Therefore, this research aims to analyze relevant literature to identify the role of physical education in shaping the character of high-performing athletes.

Method

This research employs a literature study method with a descriptive-analytical approach. Data was collected through searching relevant literature related to the research topic, including scientific journals, books, articles, and official reports discussing physical education, character formation, and athletic achievement. Literature searches were conducted through various academic databases such as Google Scholar, ResearchGate, and digital libraries. Literature selection criteria included research discussing the contribution of physical education to character formation, focusing on high-performing athletes, particularly those participating in the PON. Selected studies were published within the last five years to ensure the relevance and currency of findings.

In analyzing the data, content analysis techniques were utilized to identify main themes related to character values taught in physical education and their impact on athletic achievement. The findings synthesis process was conducted by comparing research results from various sources to provide a holistic picture of physical education's role in shaping the character of high-performing athletes. The results of this study are expected to provide insights into the elements of physical education that contribute to character formation, as well as recommendations for strengthening the role of physical education in athletes' character development.

Result and Discussion

Based on the analyzed literature studies, physical education contributes significantly to character formation in high-performing athletes. In-depth examination of various literature identifies several important aspects underlying the relationship between physical education and athlete character formation, namely:

a. Physical Education as a Medium for Multidimensional Character Formation

Physical Education does not only focus on improving physical abilities but also serves as a vehicle for learning character values. Values such as discipline, cooperation, sportsmanship, and perseverance are proven to be instilled through physical activities (Rahadian & Taufik, 2020). This finding aligns with Aristotle's character education theory, where character is closely related to "habit" as discussed in Suwardani (2020) book "Qua Vadis" Character Education in Weaving the Hope of a Dignified Nation," which states that one's character can be built through direct experience, which must be practiced continuously in the context of socio-cultural interactions, whether in family, school, or society, and continues throughout life.

In this context, physical education serves as a hidden curriculum, where character formation occurs naturally through social interaction and experience in solving physical challenges. Character-based education, which integrates character development with physical education, can provide maximum contribution to the development of all student aspects, including cognitive, affective, and psychomotor (Munajad et al., 2024). This is evident in successful and high-performing athletes, where character built through physical education plays a significant role in improving their resilience in facing competitive pressure (Husain et al., 2024).

b. Discipline as the Main Pillar of Athletic Achievement

Discipline is one of the fundamental characters that serves as a main pillar in developing athletic achievement (Candra & Prasetyo, 2023). In the context of physical education, discipline is often honed through structured physical activities, such as routine exercises, punctual class schedules, and implementation of clear rules (Gandasari, 2023). This process helps students learn to value time, comply with rules, and instill commitment as an integral part of their lives (Hongpu, 2024). Furthermore, this discipline not only applies within the educational scope but also brings significant impact on athletic performance. Sholihah & Pudjijuniarto (2021) note that athletes with high levels of discipline tend to have better consistency in carrying out training, which becomes a key factor in achieving optimal results in competitions such as the PON.

The importance of discipline extends beyond physical preparation to shaping a champion mentality (Ponomarov et al., 2024). When discipline is cultivated early, especially through well-

designed physical education programs, values such as hard work, responsibility, and perseverance are gradually embedded within individuals (Koroma, 2021; Karaoulas, 2024; Mashud et al., 2024). The role of discipline in educational settings promotes self-control and adherence to rules, which are crucial for personal and professional success (Rusnawati & Nufiar, 2022; Amiruddin, 2023). Additionally, discipline is closely related to time management, the ability to set priorities, and resilience when facing pressure (Mykhaloiko et al., 2022). Thus, discipline is not merely a supporting character but becomes an essential element that builds the foundation for long-term success in sports. This demonstrates that the role of physical education extends beyond improving physical fitness; it also contributes to personality formation and mentality ready to compete on national and international stages.

c. Sportsmanship as a Core Value in Competition

Sportsmanship is one of the core values taught in physical education and plays a vital role in athlete character formation. Through games and competitive activities, physical education instills values of honesty, respect for opponents, and acceptance of match results, whether victory or defeat (Muhtar et al., 2019; Ludwiczak & Bronikowska, 2022). These values not only shape individual ethics but also create a healthy competitive culture. Studies by Setyawan (2016) and Tangkudung et al. (2020) show that sportsmanship becomes a key element distinguishing ethically successful athletes from those who focus solely on winning. Athletes who uphold sportsmanship are less likely to engage in unethical actions such as doping, match manipulation, or other forms of cheating, which often become challenges in major competitions (Arifin, 2017).

In the context of the PON, sportsmanship has broader implications beyond match results. Athletes demonstrating high sportsmanship not only maintain their personal reputation but also reflect the moral values and national character. Sporting actions, such as appreciating superior opponents or accepting defeat gracefully, demonstrate an athlete's integrity and mental maturity (Ludwiczak & Bronikowska, 2022; Salahudin et al., 2024). This not only creates a positive image for the athletes themselves but also strengthens noble values in national sports.

Furthermore, consistently applied sportsmanship has long-term impacts in building a fair and dignified competitive environment. Athletes who act as role models of sportsmanship can inspire younger generations, not only to achieve but also to uphold moral values in every aspect of life. Sportsmanship, therefore, becomes more than just a value in sports, sportsmanship reflection of character maturity and national culture, capable of strengthening national identity through major competitions like PON. This demonstrates that sports is not only about results but also about how these results are achieved, upholding ethical and dignified values.

d. Cooperation and Leadership in Physical Education

Physical education, particularly through team game activities, serves as an ideal platform for developing cooperation and leadership abilities. In team games, each individual is taught to understand their role in the team, appreciate other members' contributions, and work harmoniously to achieve common goals (Hongpu, 2024). These abilities not only create team synergy but also build mutual trust and solidarity. Studies by Donet et al. (2015) and Adăscăliței (2022) affirm that activities such as team sports involve dynamic processes where students learn to communicate effectively, manage conflicts, and make collective decisions.

On the other hand, physical education also provides opportunities to hone leadership skills (Harta, 2019; Gazali et al., 2022). In team games, students are often faced with situations demanding quick decision-making and emotional management, which are important attributes of a leader. Through these experiences, they learn to lead with responsibility, provide clear direction, and become role models for other team members. These leadership abilities, cultivated from an early age, enable athletes to take on roles as team captains or inspirational figures, both inside and outside the arena.

In the context of the PON, cooperation and leadership abilities become determining factors in athletes' success, especially in team sports such as football, volleyball, or basketball. Athletes who can cooperate effectively create solid game dynamics, while effective leadership can motivate teams to face pressure and achieve optimal results (Piasecki & Filho, 2024). Furthermore, these values are not only relevant in competition but also support the formation of mature and competitive character. Athletes trained in cooperation and leadership can bring collective spirit that strengthens team morale, while inspiring younger generations to not only achieve but also uphold social values in every aspect of life. This demonstrates that physical education contributes significantly to producing individuals who are not only physically strong but also possess strong character and social competence.

e. Fighting Spirit and Mental Resilience

Fighting spirit and mental resilience are important aspects developed through physical education (M. E. Winarno, 2018; Hasbunallah, 2018; Irwanto & Romas, 2019). Challenging physical activities, such as intensive training, facing fatigue, failure, and competitive pressure, provide students with direct experiences to develop toughness in various situations. Physical education plays a crucial role in forming fighting spirit character through repeated processes of facing and overcoming physical and mental barriers (Rahadian & Taufik, 2020). Studies show that these experiences help students build patience, persistence, and the ability to bounce back from failure, which are key characteristics of mentally strong individuals. This aligns with the fundamental nature of physical education, which is an educational process that utilizes physical activity to produce comprehensive changes in individual quality, including physical, mental, and emotional aspects (Syahrudin, 2020).

In the context of the PON, athletes often face tremendous pressure, both from formidable opponents and public expectations. Fighting spirit honed through physical education enables them to maintain focus and persevere in challenging conditions. This character becomes key for them to deliver optimal performance, even under high pressure. Research by Zhiguo (2023) and Tang (2023) shows that successful athletes often have a physical education background rich in competitive experiences, which strengthens their ability to face and overcome difficult situations.

Furthermore, fighting spirit and mental resilience formed through physical education are not only relevant in sports contexts but also in daily life (Syahrudin, 2020). These values teach individuals to face various life challenges with an unyielding attitude, thus creating personalities that are physically, emotionally, and mentally tough (Yaumulhak et al., 2024). Therefore, physical education serves as an important medium in forming character that is not only success-oriented but also possesses the resilience to face the lengthy process required to achieve it.

f. The Role of Teachers and Coaches in Character Formation

Physical education teachers and sports coaches play highly strategic roles in shaping students' and athletes' character. As role models, physical education teachers are not only tasked with teaching physical skills but also instilling moral values such as responsibility, fairness, discipline, and empathy (Syahrudin, 2020; Baharuddin et al., 2024; Purba et al., 2024). Through consistent actions and behaviors reflecting these values, teachers can become effective models for students. Contextual learning approaches, where moral values are instilled through direct experience in physical activities, prove more effective in forming student character compared to theoretical learning methods (Zuriah, 2021; Widodo et al., 2024).

On the other hand, sports coaches play an equally important role in shaping athletes' character. Coaches who implement good coaching ethics, such as respecting individual athletes' needs, providing constructive guidance, and building trust-based relationships, can produce athletes who not only achieve but also possess high integrity (Qiu, 2024). A holistic approach that integrates physical, mental, and emotional development can help athletes understand that success is measured not only by victory but also by how they achieve these goals (Messy et al., 2023; Fazilah et al., 2023).

In the context of the PON, the role of teachers and coaches becomes increasingly important. Physical education teachers who guide students from an early age can instill a solid character foundation, such as discipline and sportsmanship, which later becomes their provision in their journey as athletes. Coaches, on the other hand, become figures who shape superior character at higher competition levels. They help athletes face competitive pressure, manage failure, and motivate them to continue developing.

Literature studies indicate that collaboration between teachers and coaches in the training process significantly impacts the character development of individuals. Teachers who provide a foundation of moral values, along with coaches who reinforce these values in a competitive context, create an optimal synergy in shaping individuals who are not only high achievers but also possess excellent character. Therefore, the roles of physical education teachers and sports coaches cannot be underestimated, as they are key actors in cultivating a generation that is resilient physically, mentally, and morally.

This research demonstrates that physical education has a multidimensional impact on the character development of high-achieving athletes. By strengthening a physical education curriculum that focuses on character values, schools can serve as a foundational platform for developing successful athletes. This implication is relevant for the development of educational policies and athlete training in Indonesia, particularly in reinforcing national character through sports.

Conclusion

This study shows that physical education plays a significant role in the character development of high-achieving athletes, especially those competing in the PON. Through literature review, it has been found that physical education not only enhances physical abilities but also serves as an effective medium for instilling character values such as discipline, sportsmanship, teamwork, leadership, and perseverance.

Based on these findings, physical education can be optimized as an integral part of athlete development programs, particularly at the school level. Strengthening a physical education curriculum that is oriented towards character development is a strategic step in producing athletes who are not only successful but also possess high moral values.

This research also emphasizes the importance of collaboration among teachers, coaches, and policymakers to utilize physical education as a means of character development and sports achievement. Further studies are recommended to explore the implementation of these values across various educational levels and specific sports disciplines.

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