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PROCEEDING

**THE INTERNATIONAL SEMINAR OF CHARACTER
BUILDING AND HUMAN MOVEMENT ACTIVITIES**

WELCOME SPEECHES AND SELECTED PAPERS

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PREFACE

The Seminar of Character Building and Human Movement was held on December 14, 2011 at the School of Physical Education and Health Education, Indonesia University of Education, Bandung.

The main purposes of the Seminar were :

1. to open insight of the importance of physical education activity as an instrument in developing national character
2. to explore many informations in terms of contribution of physical activity on character building

Since the seminar members have showed interests in physical educational research and development in Indonesia and other regions, collaborations and exchanges of ideas constitute the strength of Seminar members in the efforts to enhance the quality of physical education and sport activities in the region. Nowadays, global changes have unavoidably affected behaviour of the people including the students in Indonesia. While physical educators and athletic administrators can influence the conduct of student-athletes and spectators, it is the physical educators who have the most impact in determining which values are demonstrated and promoted in sports to the students. The values of people who participate in sports, including students, not only shape our culture, they also reflect it. Thus, people involved in sports should be aware and consider the impact of major social trends that will inevitably affect the values and character of themselves. Character is about who we are inside. It is often revealed by how we act when we think no one is looking or when we're sure we won't get caught. Three Dimensions of Character Education includes knowledge (the *cognitive* domain), feelings (the *affective* domain), and actions (the *behavioral* domain). It is for this reason that the Seminar addressed the issues of character building by looking into the role of physical education and sports in response to the national character problems, particularly in Indonesia. Accordingly, the seminar brought in the issue of Building Character through Physical Education and Sports as its seminar theme, which represents an effort to collectively respond to the challenges posed by the moral decadence occurring in our region. This theme was then developed into four sub-themes, i.e. character development through sport education, recreation sport and performance sport; sport as a part of character building; sport dimension in terms of national character building; sport development implication toward the development of national character; sport for all as a means of national character building.

The Seminar received a wide attention from both academia and physical education practitioners in other regions. This seminar also received full support from the

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government of Indonesia through the Ministry of Youth Affairs and Sport, the Republic of Indonesia. This was indicated in their enthusiastic participation in the seminar. The Organising Committee received more than 25 papers proposed for presentations, and more than 150 participants registered for the seminar. Unfortunately, due to time constraint and seat availability, many papers and participants could not be attended to.

The papers submitted to the Organising Committee addressing the theme brought by the seminar, and containing analytical perspectives in the framework of character building through physical activity and sports. This *Seminar Proceedings*, however, contains only a few of the papers, selected according to their representativeness of each sub-theme as well as their broader coverage of the issues discussed. It is expected therefore, readers will have a more comprehensive understanding of the issues discussed during the seminar.

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Teacher's Knowledge Of Physical Education's Character Values At Elementary School

Ermawan Susanto, M.Pd.

Abstract

; and (2) to develop some attitudes like sportivity, honesty, discipline, responsibility, team work, confidence and democracy by physical education. The main goal at first year is to identify pedagogic competence, teacher understanding level, the description of character loading at learning and character values at physical education learning. This is a descriptive research that uses quantitative and qualitative approach (mixing). There are four problem formulations. For the first, uses population as much as 144 physical education teacher at elementary school in DIY. This takes Cluster Random Sampling as sampling technique. The sample is 60 physical education teachers. The instrument uses observation sheet with analysis document technique (RPP). Secondly, uses population as much as 60 teachers. This takes Purposive Random Sampling as sampling technique. The instrument is interview guideline. Number of sample is 7 teachers. Thirdly, uses population as much as 60 teachers. This takes Purposive Random Sampling as sampling technique. Research instrument is interview guideline with observasi sit in class technique. Number of sample is 7 teachers. For the fourth, uses population as much as 7 teachers. This takes Purposive Random Sampling as sampling technique. Instrument of research is observation sheet with sit in class observation technique. Number of sample is 7 teachers. Result of research shows that: (1) Physical education teacher's competence at arranging Learning Program Planning (RPP) that having character vision is not going well. This is seen from the RPP that is still minim from character values in three areas of learning (Plan, Do, See); (2) Physical education teachers have good understand about character learning; (3) Description about character loading in physical education practice in elementary school is not too good. Teachers are still dominant at motorist level; (4) Values Prototype at physical education are: sportivity, honesty, discipline, responsibility, team work, confidence, powerful, respect, competitive, cheer, clean, healthy, gatherings, and empathy.

Introduction

Defining character education

Character education is a national movement creating schools that foster ethical, responsible and caring young people by modeling and teaching good character through emphasis on universal values that we all share. According Hansen (2008), it is the intentional, proactive effort by schools, districts and states to instill in their students important core ethical values such as caring, honesty, fairness, responsibility and respect for self and others. Character education is not a "quick fix." It provides long-term solutions that address moral, ethical and academic issues of growing concern to our society and key to the safety of our schools.

According Tommie dan Wendt (1993), Lumpkin; (2008), "In character education, it's clear we want

our children are able to judge what is right, care deeply about what is right, and then do what they believe to be right—even in the face of pressure from without and temptation from within". The values of character are *trustworthiness, respect, responsibility, fairness, caring, honesty, courage, diligence, integrity, citizenship, etc.* Graham, Holt, dan Parker (2001: 10) says that, "physical education activities provide a wide variety of opportunities to teach youngsters important lessons about cooperation, winning and losing, and teamwork" As Dr. Thomas Lickona, author of *Educating for Character*, stated, "Moral education is not a new idea. It is, in fact, as old as education itself. Down through history, in countries all over the world, education has had two great goals: to help young people become smart and to help them become good." Good character is not formed automatically; it is developed over time through a sustained process of teaching, example, learning and practice. It is developed through character education. The intentional teaching of good character is particularly important in today's society since our youth face many opportunities and dangers unknown to earlier generations. They are bombarded with many more negative influences through the media and other external sources prevalent in today's culture. At the same time, there are many more day-to-day pressures impinging on the time that parents and children have together. Studies show that children spend only 38.5 minutes a week (33.4 hours a year) in meaningful conversation with their parents, while they spend 1,500 hours watching television. (American Family Research Council, 1990 and *Harper's*, November 1999.)

Implementation of character education at school

According to Lickona, when a comprehensive approach to character education is used, a positive moral culture is created in the school—a total school environment that supports the values taught in the classroom. This is accomplished through the leadership of the principal, schoolwide discipline, a sense of community, democratic student government, a moral community among adults and opportunities to address moral concerns. Schools recruit parents and the community as partners and foster caring beyond the classroom by using inspiring role models and opportunities for community service to help students learn to care by giving care.

• Alertness	. Diligence	. Humanity	. Security
• Attentiveness	. Discernment	. Initiative	. Self-control
• Availability	. Discretion	. Joyfulness	. Sensitivity
• Benevolence	. Endurance	. Justice	. Sincerity
• Boldness	. Enthusiasm	. Loyalty	. Thoroughness
• Cautiousness	. Faith	. Meekness	. Thriftiness
• Compassion	. Flexibility	. Obedience	. Tolerance
• Contentment	. Forgiveness	. Orderliness	. Truthfulness
• Creativity	. Generosity	. Patience	. Virtue
• Decisiveness	. Gentleness	. Persuasiveness	. Wisdom
• Deference	. Gratefulness	. Punctuality	
• Dependability	. Honor	. Resourcefulness	
• Determination	. Hospitality	. Responsibility	

Teachers act as caregivers, models and mentors, treating students with love and respect, setting a good example, supporting pro-social behavior and correcting hurtful actions. The teacher creates a moral community, helping students respect and care about each other and feel valued within the group, and a democratic classroom environment, where students are involved in decision-making. Teachers practice moral discipline, using the creation and application of rules as opportunities to foster moral reasoning, self-control and a respect for others, and teaching values through the curriculum by using academic subjects as vehicles for examining ethical values. They use cooperative learning to teach children to work together, and they help develop their students' academic responsibility and regard for the value of learning and work. They encourage moral reflection through reading, writing, discussion, decision-making exercises and debate, and they teach conflict resolution to help students learn to resolve conflicts in fair, non-violent ways. There is no one particular look or formula, but schools of character have one thing in common: a school-wide commitment to nurture the "whole child." They develop students socially, ethically and academically by infusing character development into every part of their curriculum and culture. Specifically, a school committed to character education explicitly names and publicly stands for specific core values and promulgates them to all members of the school community. They define the values in terms of behaviors that can be observed in the life of the school, and they model, study, discuss and use them as the basis for all human relations in the school. They uphold the values by making all school members accountable to consistent standards of conduct, and they celebrate their manifestation in the school and community.

	LOGIKA	RASA
INTRA-PERSONAL	OLAH PIKIR FATHONAH THINKER IQ (Bervisi, Cerdas, Kreatif, Terbuka)	OLAH HATI SIDDIQ BELIEVER SQ (Jujur, Ikhlas, Religius, Adil)
INTER-PERSONAL	OLAH RAGA AMANAH DOER AQ (Gigih, Kerja Keras, Disiplin, Bersih, Bertanggungjawab)	OLAH RASA/KARSA TABLIGH NETWORKER EQ (Peduli, Demokratis, Gotongroyong, Suka membantu)

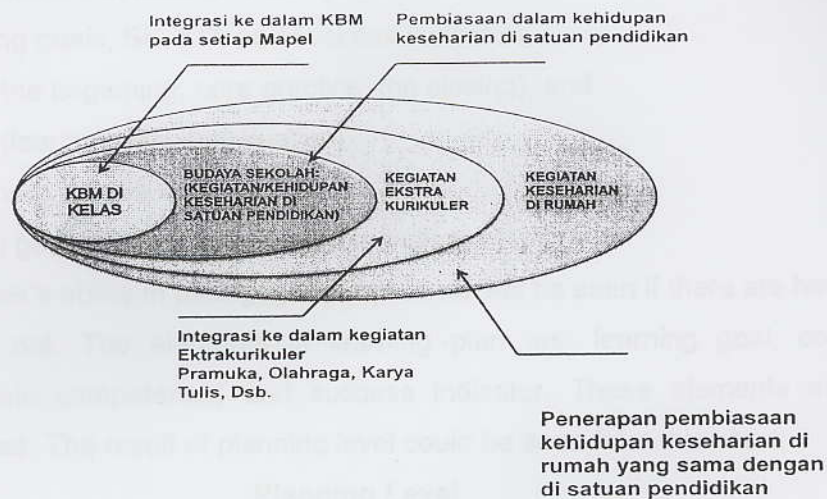
Gambar 1. Nilai-nilai karakter dalam bentuk *intra-personal* dan *inter-personal*

Assessment of character education

Through evaluation studies, the impact of character education can be seen through changes in school environment and student attitudes and behavior (Gallo, 2003: 44-46). For example, many character education schools are reporting reduced violence, discipline referrals and vandalism, and improved attendance and academic performance. While it is challenging for a district or school to assess its program, educators and administrators agree it is worth the effort. More assessment tools are needed, but some existing tools include school surveys, behavioral observations and statistics, and self-assessment questionnaires (Banville dan Rikard, 2001). CEP's assessment database provides the most comprehensive information available on assessment tools and instruments. To be effective, character education must include the entire school community and must be infused throughout the entire school curriculum and culture. Character education promotes core values in all phases of school life and includes proactive strategies and practices that help children not only understand core ethical values, but to care about and act upon them. Based on research by the nation's leading character education experts, CEP's Eleven Principles of Effective Character Education™, provide guidelines for the elements needed for **effective, comprehensive** character education.

1. Promotes core ethical values.
2. Teaches students to understand, care about, and act upon these core ethical values.
3. Encompasses all aspects of the school culture.
4. Fosters a caring school community.
5. Offers opportunities for moral action.
6. Supports academic achievement.

7. Develops intrinsic motivation.
8. Includes whole-staff involvement.
9. Requires positive leadership of staff and students.
10. Involves parents and community members.
11. Assesses results and strives to improve.



Bagan 1. Integrasi Nilai Karakter ke dalam KBM pada setiap Mata Pelajaran

Research Methodology

This is a descriptive research with quantitative and qualitative approach (mixing) and will answer four problems formulation. Firstly, there are 144 physical education's teachers as population at DIY, using cluster random sampling as sampling technique, with 60 teachers as samples. The research instrument is observation sheet by document analysis technique (RPP). Secondly, there are 60 physical education's teachers at DIY, using Purposive Random Sampling as sampling technique, with 7 teachers as samples. The research instrument is interview guideline with structural interview technique. Thirdly, there are 60 physical education's teachers as population at DIY, using purposive random sampling as sampling technique, with 7 teachers as samples. The research instrument is interview guideline with sit in class observation technique. Fourthly, there are 7 physical education's teachers as population at DIY, using purposive random sampling as sampling technique, with 7 teachers as samples. The research instrument is observation sheet with sit in class observation technique.

Discussion

1. Pedagogic competence of physical education's teacher.

Pedagogic competence shows teacher's ability in practicing the levels of physical education's learning process. In this research, pedagogic competence is measured through teacher's ability in arranging learning activity's plan (RPP) which implies character. The criteria's of teacher's ability could be seen from:

- Plan** (learning goals, SK, KD, and success indicator),
- Execution** (the beginning, core practice, the closing), and
- Evaluation** (learning result evaluation).

After it, there are the descriptions:

- Plan (learning goals, SK, KD, and success indicator)

Teacher's ability in pedagogic competence will be seen if there are have implied character or not. The elements in learning plan are: learning goal, competence standard, basic competence, and success indicator. These elements must imply affective values. The result of planning level could be seen from this chart:

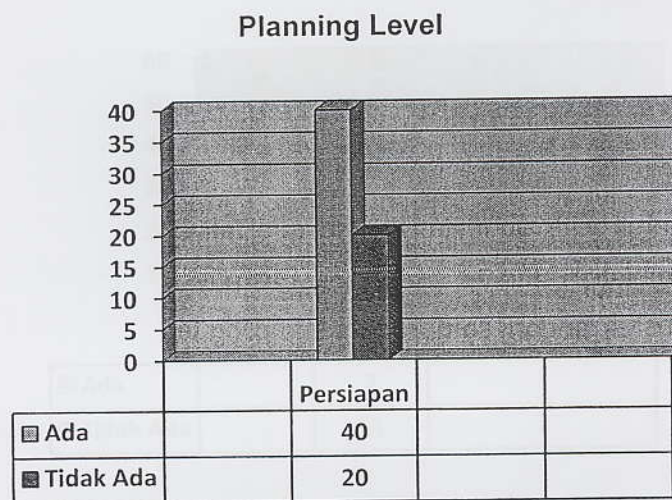


Chart 1: Teacher's ability in arranging learning activity's plan which implies character at planning level.

- Execution (The beginning, core practice, the closing)

The second pedagogic competence for physical education's teacher in arranging learning activity's plan is learning practice which consists of three steps. The result that shows affective values at the three steps could be seen from this chart:

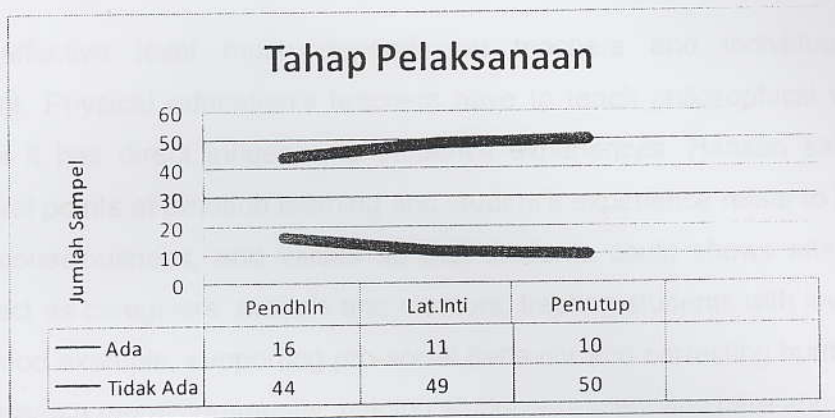


Chart 2: Teacher's ability in arranging learning activity's plan at execution level

c) Evaluation (Learning result evaluation)

The next pedagogic competence for physical education teachers at elementary school in arranging learning activity's plan is learning evaluation which implies character values that shown at the chart below:

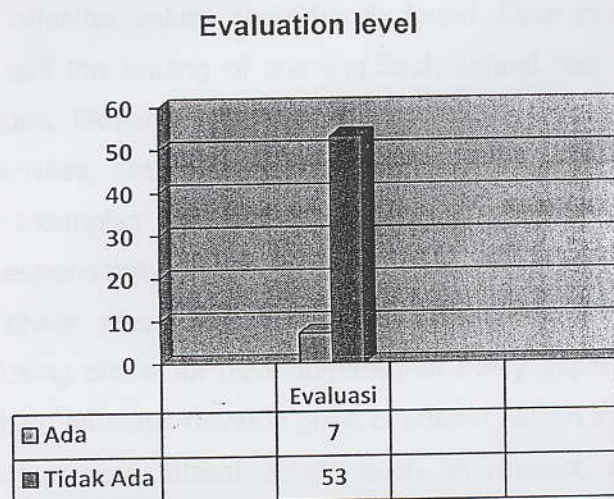


Chart 3: Teacher's ability in arranging learning activity's plan at evaluation level

2. The understanding of physical education's teacher to character learning

The understanding of physical education's teacher to character learning is running well. This indicator shows from teacher's knowledge about character education concept for examples definition of affective values in physical education, teacher's central role in developing affective values, promoting affective values to students, and discussing affective values to students. Here, it seen that, teachers understand affective values in conceptual level but they still cannot implement it in practice. Social impact in physical education at elementary school influences students, and thus, teachers have key role. They become invidious significantly determine skill and values to their students. Learning

point at affective level much depends on teachers and individual construction environment. Physical education's teachers have to teach philosophical values through sport since it has direct influence to student's experiences. Hansen said that (2008), morality level points at emotion learning and student's experience relate to behave, talent, attention, consciousness, and values so that students could shows affective behavior. Teachers act as caregivers, models and mentors, treating students with love and respect, setting a good example, supporting pro-social behavior and correcting hurtful actions. The teacher creates a moral community, helping students respect and care about each other.

3. The description of character loading in physical education practical learning.

The description of this character loading was gotten from sit in class observation. From the observation, affective values that are applied as basic of character learning are still minim. Teachers still focus to motorist skill rather than affective. In warming up session, affective values seen when teacher gives some advices to students, and when pray together. After this, affective values could hardly found. Even in core practice, motorist level are dominant still the ending of learning. Each school has different characteristic about character values. Government schools generally have these characters: honest, discipline, obey the rules, smart, solid, friendly, respect, care, and gathering. While, religious school for examples SD Budi Mulia and SD Muhammadiyah generally have these characters: responsibility, brave to take a risk, critical, innovative, have much curiosity, reflective, cheer, pious, and honest. To develop students socially, ethically and academically by infusing character development into every aspect of the school culture and curriculum. To help students develop good character, which includes knowing, caring about and acting upon core ethical values such as respect, responsibility, honesty, fairness and compassion. This chart shows schools and its characters specifically:

Table 1. Name of elementary school and the characters

No	Elementary School	Characters Specifically
1	SD Tumbuh Yogyakarta	Responsible, brave to take a risk, critical, innovative, cheer;
2	SDN Samirono Yogyakarta	Honest, obey the rules, smart, solid, friendly, respect, care, gathering;
3	SD Sambirejo Ngawen	Honest, obey the rules, responsible, empathy, patriotic, no give up, productive, competitive, nationalist;
4	SD Hargomulyo 1 Gedangsari	Pious, honest, easy to sacrifice, productive, sportive, solid, cooperative, determinative,

		friendly, work hard;
5	SD Muh. Gendol 3	Pious, honest, fair, empathy, critical, clean and healthy, respect, nationalist, care, technology oriented;
6	SD Budi Mulia 2 Sedayu	Pious, honest, obey the rules, smart, solid, friendly, respect, care, gathering;
7	SD Sidomulyo	Honest, obey the rules, smart, solid, friendly, respect, care, gathering.

4. The Prototype of character values in physical education learning.

The prototype of character values was gotten from sit in class observation. From observation, character values exist in three level of learning: The beginning, core practice, and the closing. Here they are:

Table 2. Character values in learning process

No	Learning Process	Characters Specifically
1	The beginning	Pious, honest, obey the rules, respect, cooperative, tolerant.
2	Core practice	Cooperative, sportive, honest, care, responsible, respect, solid, friendly, competitive, cheer, clean, gathering, empathy, no give up.
3	The ending	Gathering, obey the rules, responsible, cooperative, reflective.

Those character values observed from: motorist exploration matter, loco motorist skill, non-loco motorist, manipulative, kids athletic, rime gymnastic, self test, body mechanic, football play, etc. Learning at elementary school should be much of games though it also taught motorist learning like run, jump, throw, etc. Specifically, teachers need a guideline book about developing character values to implement it, since character values come from school and teachers. Therefore the prototype of identified character values should be developed by teachers in teaching physical education at schools.

Character education should take place throughout the entire school day as administrators, teachers and other staff are presented with opportunities to model and teach positive character traits. Character education should not be relegated to a "character education class" that is conducted periodically but should be infused throughout the structures and processes of the entire school curriculum and culture. Formalized character education begins when members of a school, along with the broad involvement of community members, come together to determine the core ethical values that they share and that form the basis for good education in their particular school. These values then become the foundation for all that the school does—curriculum, teaching strategies, school culture,

extracurricular activities, etc. Character education is thereby infused into the broader community.

Conclusions

1. Pedagogic competence of physical education's teacher in arranging learning program's plan (RPP) with character vision is not good. They still put character values in minim ways to the three steps of physical education learning levels, that are planning level (aims of learning, SK, KD, and success indicator), executing level (the beginning, core practice, the ending), and evaluating level (study result evaluation). Character evaluation at planning level seems from aims of learning those are for giving elements of pious, discipline, responsible, cooperative, tolerance, respect, self confidence, and brave. In executing level, character values seems dominantly for respect to others. While in evaluating level, character values shows from the activity pray to Good.
2. The understanding of physical education's teacher in character learning is pretty good. Teachers know character education concept like definition of character values in physical education, character values integration to physical education, teacher central role for promoting character values to children, and discussing it to them.
3. Character values in physical education at elementary school are not running well. Teachers dominantly present motorist learning in the process. Character values still live apart from the learning. Teachers still cannot integrate each other in learning process.
4. Character values prototype in physical education learning that are in executing level are: sportive, discipline, responsible, cooperative, tolerance, respect, self confidence, and brave, competitive, cheer, clean, gathering, empathy, and solid.

Suggestions

1. Need some training about pedagogic competence of physical education's teacher. Because they still put character values in minim ways to steps of physical education learning levels.
2. Need arrangement of accessibility aksesabilitas of physical education's teacher.

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Confidante

This is to certify that

Ermanwan Susanto, M.Pd

as a Presenter on

International Seminar

“Character Building and Human Movement Activities”

Bandung, December 14th, 2011



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