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UKM-UR2013

*Kualiti dan Kecemerlangan dalam Pendidikan*

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UKM-UR2013

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3. Norlena Salamuddin

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Dr. Norlena Salamuddin  
Dr. Mohd. Mahzan Awang  
Prof. Madya Dato' Dr. Abdul Razaq Ahmad  
Dr. Mohd Taib Harun  
Jamalul Lail Abdul Wahab

## KATA PENGANTAR DEKAN

Prosiding ini mengumpulkan artikel ilmiah yang dibentangkan di Seminar Internasional Pendidikan Serantau Kali Ke-6 2013 yang diadakan di NIOSH Bangi Malaysia pada 22 dan 23 Mei 2013. Seminar ini dianjurkan oleh Fakulti Pendidikan, Universiti Kebangsaan Malaysia (UKM) dan Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Riau (UR) dengan kerjasama daripada enam buah universiti, iaitu Universiti Malaya, Universitas Negeri Yogyakarta, Universitas Pendidikan Indonesia, Universitas Negeri Padang, Universitas Ekasakti Padang dan Kolej Universiti Perguruan Agama Seri Begawan. Penglibatan pelbagai universiti dari tiga negara serantau dalam satu seminar yang besar ini merupakan satu sejarah di peringkat fakulti. Justeru, kerjasama sinergi sebegini perlu diteruskan demi kemajuan pendidikan serantau.

Setiap negara, baik di Malaysia mahupun di Indonesia dan Brunei Darussalam, aspek kualiti pendidikan amat diberi penekanan. Kementerian Pelajaran Malaysia misalnya telah merangka suatu pelan yang dinamakan Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025. PPPM ini dirangka sebaik mungkin dengan antara objektif lainnya adalah untuk melahirkan modal insan yang cemerlang dalam akademik dan juga sahsiahnya. Demikian juga di negara Brunei Darussalam. Sistem Pendidikan Negara Abad Ke-21 atau SPN 21 juga antara lain bertujuan untuk meningkatkan kualiti pendidikan supaya setanding dengan negara-negara maju. Di negara Indonesia, Sistem Pendidikan Berbasis Sekolah juga bertujuan untuk meningkatkan kualiti pendidikan pelajar di seluruh Indonesia. Justeru, tidak dapat dinafikan lagi bahawa kualiti pendidikan adalah prioriti kepada semua negara serantau.

Saya merakamkan berbilang terima kasih kepada ucapnama sesi plenari, Prof. Dr. Farida Hanum (Universitas Negeri Yogyakarta), Prof. Dr. Ashaluddin Jalil (Universitas Negeri Riau), Prof. Dr. Sharial Bachtiar (Universitas Negeri Padang), Prof. Dr. Amin Embi (Universiti Kebangsaan Malaysia), Prof. Dato' Dr. Hussein Ahmad (Universiti Malaya), Prof. Dr. Ahmad Dardiri (Universitas Negeri Yogyakarta), Prof. Dr. Adang Suherman (Universitas Pendidikan Indonesia), dan Dr. Abdullah Awang Ampoh (Kolej Universiti Perguruan U gama Seri Begawan). Mereka adalah pakar pendidikan di rantau ini yang berperanan penting dalam mewarnai corak dan sistem pendidikan serantau. Penghargaan juga ditujukan kepada pengerusi sesi plenari, Prof. Madya Dr. Wan Hasmah Wan Mamat (Universiti Malaya) dan Prof. Dr. Zuria Mahmud (Universiti Kebangsaan Malaysia).

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**Prof. Dr. Lilia Halim**

*Dekan Fakulti Pendidikan*

*Universiti Kebangsaan Malaysia*

## KATA PENGANTAR EDITOR

Prosiding yang terhasil daripada kompilasi artikel sempena Seminar Internasional Pendidikan Serantau Kali Ke-6 2013 yang diadakan di NIOSH Bangi Malaysia pada 22 dan 23 Mei 2013 telah mencatat sejarah kerana telah berjaya mengumpulkan hampir 400 artikel ilmiah. Sebahagian besarnya adalah kertas kerja yang berasaskan penyelidikan. Kompilasi artikel dalam prosiding menghimpunkan ilmu dan hasil penyelidikan daripada pelbagai perspektif dan negara. Seminar yang bertemakan 'Kualiti dan Kecemerlangan dalam Pendidikan' telah mengumpulkan artikel-artikel pendidikan dalam sub-topik berikut: inovasi pengajaran dan pembelajaran, kepimpinan dan pengurusan, kesejahteraan komuniti dan modal insan (karakter bangsa), teknologi maklumat dan komunikasi dalam pendidikan, penyelidikan pendidikan, kurikulum dan pedagogi, bahasa dan budaya, pengukuran dan penilaian, perkembangan professional, pembelajaran sepanjang hayat, polisi dan dasar dalam pendidikan, isu-isu pendidikan dan amalan dalam pendidikan.

Prosiding ini amat penting dijadikan rujukan kerana ia mengumpulkan idea dan hasil penyelidikan dari pelbagai negara serantau. Artikel dari pelbagai negara dalam prosiding ini menjadikan isu kualiti dan kecemerlangan pendidikan dilihat dari pelbagai perspektif. Justeru prosiding ini mempunyai nilai yang tersendiri. Sidang editor berharap agar kompilasi artikel dalam prosiding ini dapat dijadikan rujukan dan boleh dimanfaatkan sama ada untuk rujukan ilmiah, ataupun perbincangan akademik ataupun bacaan umum.

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**Dr. Norlena Salamuddin**  
**Dr. Mohd. Mahzan Awang**  
**Prof. Madya Dato' Dr. Abdul Razaq Ahmad**  
**Dr. Mohd Taib Harun**  
**Jamalul Lail Abdul Wahab**

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# **FORMATION OF CHARACTER MODEL LEARNING THROUGH SPORTS PHYSICAL EDUCATION AND HEALTH (“PENJASORKES”) IN PRIMARY SCHOOL**

**Bafirman**

Faculty of Sport of Padang State University

## **ABSTRACT**

The purpose of the study: Sports Physical Education and Health (‘Penjasorkes’) produces innovative learning model for the formation of student character, and examine the effect of learning model ‘Penjasorkes’ customizations to the formation of student character. The research is conducted by using Research and Development Methode, with the design of the pretest-posttest experimental Controlled Group Design. The population in the research are students of Elementary School which is located in Bandar Damar Padang. The samples of this research are schools and students that are chosen by purposive sampling, namely: Core School (SD ‘Inti’) and Fallout School (SD ‘Imbas’), Grade V. There are 123 students involved. In the process of data collection, the researcher used questionnaires. Data are analyzed by using descriptive statistics, t-test and covariance analysis. Results: (1) learning model customization ‘Penjasorkes’ effect on the formation of students’ character of Core School and Fallout School, (2) learning model customization ‘Penjasorkes’ influential than conventional learning on the formation of students’ character.

**Keywords:** formation of student character, learning “Penjasorkes”.

## **Background**

Currently education is generally considered successful by educators, parents, and community, is only measured by student academic achievement targets. The purpose of education is mainly geared to make students proficient cognitive, while the subject matter relating to the formation of character received less attention. It causes negative impacts that the use of extreme cognitive approaches have changed the students’ learning orientation to be solely to achieve a high score if it is to be deemed to have succeeded. It can encourage students to pursue value in a way that is not honest, like cheating, plagiarizing, getting the answer key and so on.

Learning process should bring students to the figure of a generation of people who not only have the knowledge, but also have a character that reflects the noble values that are embedded in the lives of student behavior. Along with globalization and the advancement of information, the youth was hit by the crisis of the noble values that lead to a variety of criminal activities that resulted in the fade of moral values of the nation.

The fade of the youths’ and children’s character can be seen from the lifestyle that expense the characters value. There is an indication of the value crisis which weaken the character of the individual, and society. For instance, there are various criminal acts occur among the students. The values of civility has been reduced by the barbarity attitudes entrenched in the form of student brawls, college brawl, residents brawl, rape, murder, mutilation, suicide, and various vandal behaviors, such as: burning government offices when they lost the election,



demonstrations that disrupt public interest, audience behavior which haphazardly or blindly and so forth.

Various phenomena mentioned above, shows the aftermath of the crisis character of the nation's children. Currently, character education has been neglected since an early age, then the negligence progressed to adolescence, adulthood and even old age. Therefore, the formation of the character needs to be done in full, thorough, and integrated. It should not be just taught, but must be intelligently grown through the internalization of the character value, role models, and social control; which is ranging from family, school, and community.

Formation of character through educational institutions are not only limited to transfer knowledge, but it is more important to change or shape the character of students to become better individuals with more polite character, behavior, temperament, and manners in the level of ethics, aesthetics and behavior in everyday life . Character formation of students in schools is not only established through a learning process in the classroom, but also by the ways of managing schools.

In accordance with Indonesian law. No. 20 of 2003, on the National Education System (Sisdiknas), argued that education "... is aimed at developing the potential of students to become a faith man and devoted to God Almighty, who has good character, is healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic responsibly ". To seek knowledge is a must; and it should be done all the time, because too seek knowledge is essentially has no boundaries of age, no limit time, did not recognize the place. Islamic has a concept of studying modern society beyond the conception of long life education.

Next, in the Law No. 20 Year 2003 on National Education System, it states that the primary and secondary curriculum must include, among others: Physical Education Sport and Health ('Penjasorkes'). 'Penjasorkes', as a discipline is a sub-system of national education featured as a key in the development of human resources (HR), the man who has the ability, skills and personality to suit the demands of development. In terms of policy, character education has long been done in schools, especially in learning 'Penjasorkes'. 'Penjasorkes' means education program through motion like playing and sport. It means that movement, games, or certain sports are chosen merely a mean to educate. Through 'Penjasorkes' well-directed, students will develop their skills that are useful to fill free time, engage in conducive activities to developing a healthy lifestyle, develop socially, and contribute to physical and mental health.

Character education through a variety of subjects including 'Penjasorkes' at school during the introduction of new touch to the level of norms or values, and yet at the level of internalization and action in everyday life. When learning 'Penjasorkes' is planned and executed better it will be able to create character education among students, because the noble values in 'Penjasorkes' is a very powerful ride for the nursery characters learners when it is developed systematically.

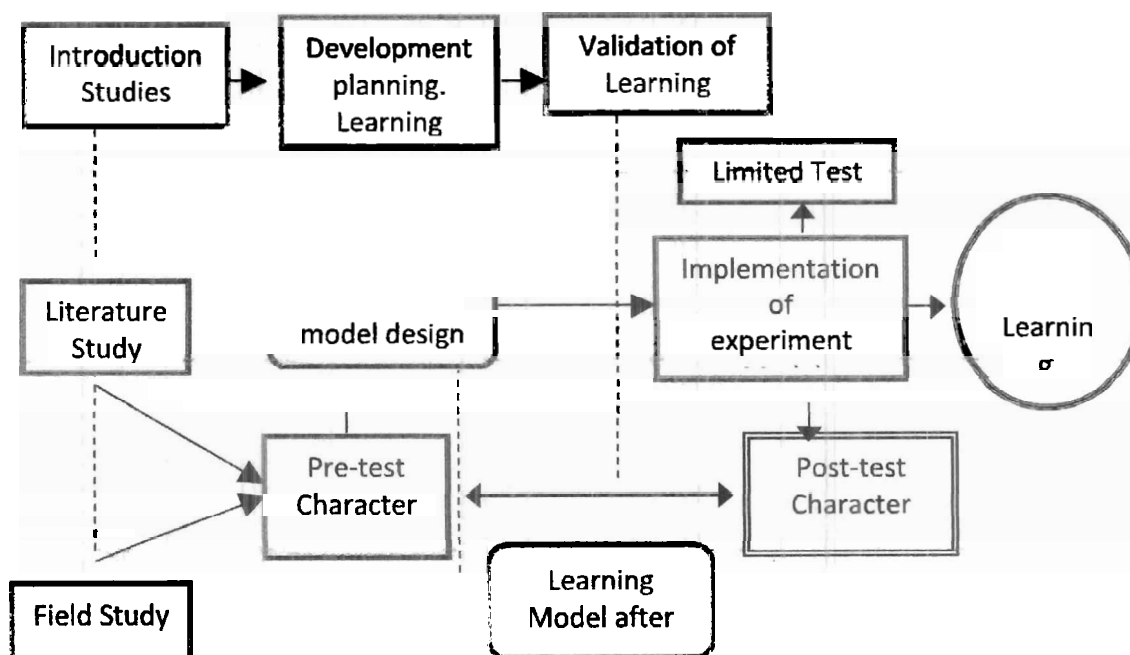
Yet, implementation 'Penjasorkes' has not been conducted better learning in Padang. Gusril (2000; 35) found that, some schools in Padang have less attention patterns of teaching and learning activities of students. It is characterized by the way of teachers in presenting the material which is still lack of systematic teaching of. The same opinion was also expressed by

Kiram, (2001: 65) that, in elementary school a Penjasorkes' teacher tries to direct learners to master the techniques of any sport in detail. Even sometimes we see them acting authoritarian. While on the other hand we see the students feel bored follow such a learning process. These circumstances show that the learning process does not accommodate the characteristics of learners and does not touch the values of learning itself.

Reconstruction through a modified learning 'Penjasorkes' believed to be an effective solution to form the character. First, most of the students know that 'Penjasorkes' through school institutions. Second, school age is a period effective to instill values. Third, learning 'Penjasorkes' in schools has been more emphasized on the mastery of skills sports and tend to ignore the process of learning value. It must be admitted that the learning process of 'Penjasorkes' in school, is far less possible to allow the great value of sports constructed in student's cognitive. Thus, it could be understood why the noble values contained in 'Penjasorkes' have not been internalized in self-learners to the formation of character into behavior.

## Method

This research is a development research (Research and Development), with qualitative and quantitative methods. Steps of the research is described as follows:



Picture 1. Research Steps

Learning model development phase includes the analysis, design, development and implementation by adopting a learning model considerations, the formation of a rational, moral and for the establishment and improvement of cognitive affective abilities. The research conducts following activities: (1) Study of theoretical and empirical studies, (2) Preparation of

learning devices, (3) Validation Expert, (4) Limited trial, (5) Internal-external validation, (5) The improvement of learning and (6) Records of instructional videos.

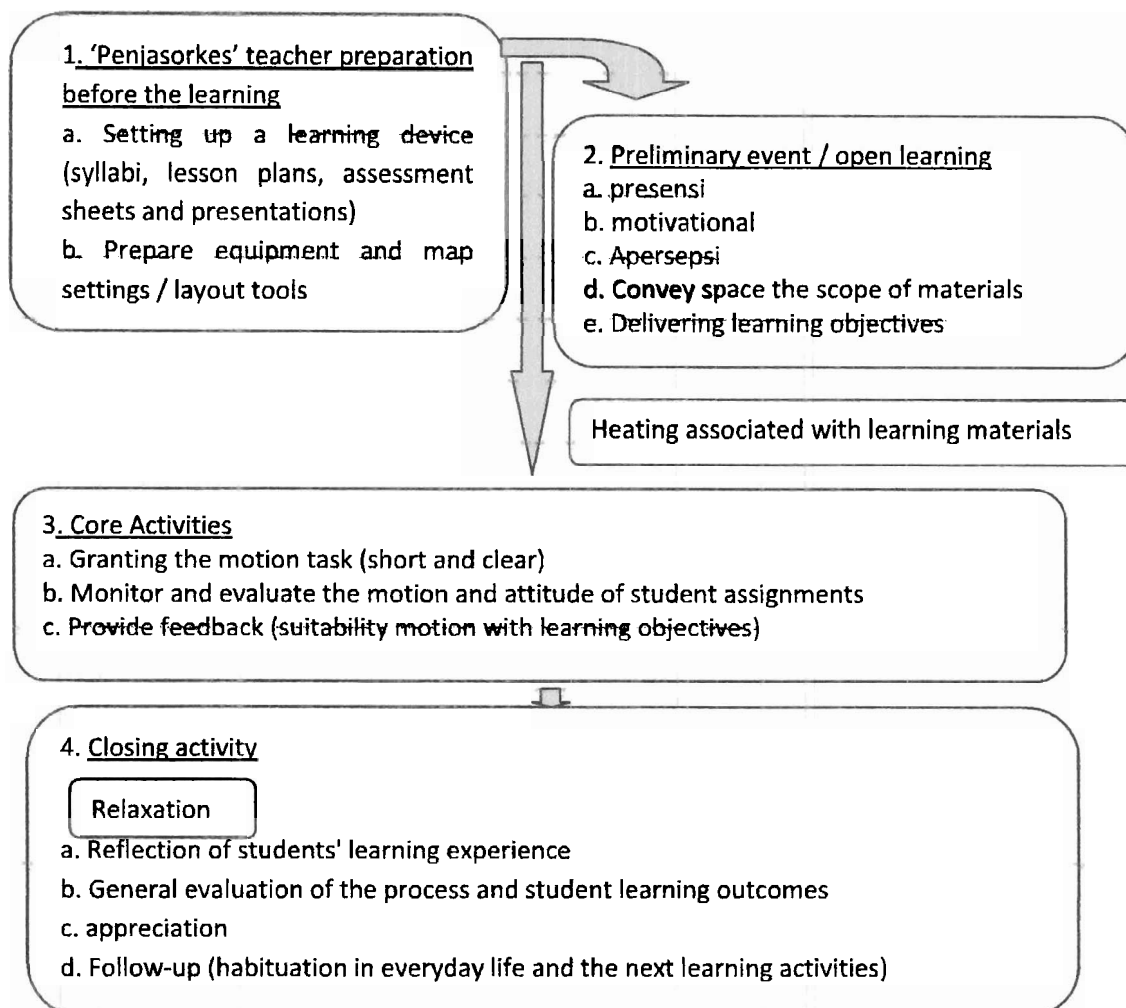
'Penjasorkes' learning model development includes modifications to the preliminary study, literature reviews, field surveys, analysis of needs and analysis of curriculum in accordance with the SBC (KTSP) requirements. Then it also includes planning the development of instructional models 'Penjasorkes' modification, design the materials and goals of 'Penjasorkes' learning, learning approaches, learning strategies, teaching methods, teaching techniques and tactics. Further steps are producing 'Penjasorkes' early learning model modification; conducting Expert validation test consists of 'Penjasorkes' learning experts, psychologists of learning study, and expert of Bahasa Indonesia; conducting trials and ongoing gradual improvement and the application of learning models 'Penjasorkes' modification.

Experimental design of the study is "The pretest-posttest design Controlled Group". The population are students of elementary school in Padang. The sample of schools and students are determined by purposive sampling, namely: Core School (SD Inti) and Fallout School (SD Imbas). There are treatment and control groups in each school. The respondents are fifth grade students, totaling 123 students. Research instruments used a questionnaire, and data were analyzed using descriptive and inferential statistics, the analysis Covarians (anacova) and t-test. Then, Covarians analysis was followed by Test Sceffe. The Tests performed before the data is processed with the analysis requirements normality test and homogeneity of variance test. Testing technique applied the test of normality and homogeneity of variance Lilieforts population to group data using Bartlett test.

## Results

### 'Penjasorkes' Learning Model Design Modifications

'Penjasorkes' learning activities conducted in the formation of character in the classical field include: teacher preparation, preliminary activities, core activities and closing activities. Those activities can be seen in the following chart:



Picture 2. Steps Learning Model Modification 'Penjasorkes'

### Implementation results 'Penjasorkes' Learning Model Modification of Students Against Character Formation

Hypothesis testing shows: (1) learning model modification 'Penjasorkes' has very significant influence on the formation of character grade V students in the Core school and fallout school.  $p = 0.00$  ( $p < 0,01$ ). (2) The effect learning model 'Penjasorkes' modification is very significant when it is compared to conventional 'Penjasorkes' learning in the character formation of students grade V in Core school and fallout school,  $p = 0.00$  ( $p < 0,01$ ).

## DISCUSSION

### 'Penjasorkes' Learning Model Modification

Construction of character values in an innovation 'Penjasorkes' raised through this study, include: (1) Religious aspect, includes: love God, love of truth. (2) Smart, cover: conversation, emotional control, self-motivated and self-reliant. (3) Character noble, includes: sportsmanship, ethics, courtesy and respect, humility, honesty, respect, responsibility and trust. (4) Generosity,

includes: fellow human kindness, helpful, caring and tolerant. (5) Competitive, includes: hardworking, persistent, confident, creative, orientation on excellence. (6) Leadership, includes: discipline, fairness and exemplary, and (7) Nationalism, includes: love as Indonesian children, love of peace, the spirit of nationalism and mutual assistance or cooperation.

Preparation of RPP 'Penjasorkes' learning model is a modification of the learning process scenarios to direct the activities of student learning. In the RPP, there are standards of competence, basic competence, the indicators, learning objectives, integration of character values in the material conducted exploration, elaboration and confirmation, strategies, methods, learning resources, the steps of learning activities and assessment of learning outcomes. Evaluation of the learning process is done through observation, then collaboratively discussed. The result was an average test score fluctuates, because the level of difficulty of each subject matter being studied are not the same, but when it was examined it tended to increase, which means learning developed effectively enough to improve student learning outcomes.

### **Students Character Formation through Learning Model Modification 'Penjasorkes'**

Appropriate to the hypothesis testing, it shows that the learning model 'Penjasorkes' has very significant modifications to the character formation of the students, as well as highly significant when it is compared with conventional 'Penjasorkes' learning to students in grade V both in Core and Fallout school. The formation of character through the process of learning model 'Penjasorkes' modifications, as presented by Suharjana (2011; 25) that 'Penjasorkes' is one of unquestionable efficacy media to build the nation's character. "With sports we can develop a nation's character, sportsmanship as well as glue the unity of the nation," (by president Susilo Bambang Yudhoyono, [antara.co.id](http://antara.co.id), 2008: 1)..

In an effort to improve the quality of character, the Ministry of National Education (2011) developed a character education *grand design* for each track, level and type of education units. Configuring the character in the context of the totality of the psychological and socio-cultural are grouped under: Sports Heart (Spiritual and emotional development), Sports Thought (intellectual development), Sports, and Kinesthetic (Physical and kinesthetic development), and Physical Sense and Karsa (Affective and Creativity development). Character development and implementation needs to be done which references to the *grand design*.

'Penjasorkes' in the form of sporting activity, giving effect to the students on how to perform the duties of society through sports activities. From an active role in 'Penjasorkes', learners will gain added value socially, psychologically, and physically keteampilan. According Sukadiyanto (2011: 460) Socialization through sport in 'Penjasorkes' will have an impact on the behavior of learners to be obedient and submissive to apply the values inherent in sport.

'Penjasorkes' learning can cultivate character among students systematically, through various forms of the game. Play activities contain movements that are the result of cultural civilization. Lutan (2001) said to bring the child to the ideals of education, it is necessary to state efforts to increase physical, social, mental, and moral optimal. Through games children can display and improve physical skills, social sense, confidence, moral and spiritual improvement through "fairplay" and "sportsmanship" or play with honest, and polite. Muthohir (2002) suggested that physical education in the process of changing attitudes and behavior of a person / group in a

mature business people through teaching and training efforts. 'Penjasorkes' not just in the form of exercise that aims to nourish the body, but included in it character-building purposes.

The content of meaning in learning 'Penjasorkes' exercise modification of motor activity, religious social which is able to foster a culture based on the values contained in the tradition energize, among others:

a. Grateful for God's Favor

'Penjasorkes' sporting activities in a form of power and human effort in trying grateful for the favors and the gift of God, who created man in the best physical shape-good shape. Efforts to improve the health that God has given to his servant, is the person against whom love and remember him. Motion in learning activities through 'Penjasorkes' can form a healthier generation and better, because 'Penjasorkes' learning can improve the function of the organs of the physical body and psikhis to educate participants.

b. Fighting spirit or Achievement Motivation

'Penjasorkes' activity is where life skills training, learning to live and strive to develop life skills to have achievement motivation. When did sports activities in 'Penjasorkes' learners experience how to survive with limited physical abilities, competing for the same pass or the ability of others, and require adjustments to the natural state of physical ability. Means in 'Penjasorkes', students are trained to fight in order to have the attitude of achievement motivation, doing something as much as possible in an honest and fair with all his ability to move and play to achieve a success or victory.

c. Work together for good

One of the most important lessons that can be learned when learners are engaged in activities 'Penjasorkes' labor force as a community group or team. Games in the sport allows learners to learn to set goals group, group cooperation to achieve goals, how to wait their turn, and much more. This learning helps learners to develop socially and emotionally, and can help them prepare in the future when the group needed a solid partnership in the work, how to work with others in their lives, such as being a teacher, friend, family and even classmates.

d. Honest and Sportive

In learning 'Penjasorkes' always taught to be honest and fair. As the players have to be honest and fair to try to achieve victory as well as the referee, must be fair and not defending one group of players. Value of sportsmanship has meaning people doing sports activities should have the honesty and chivalry in the act and behave, such as discipline, follow the rules and regulations that have been established or agreed upon. With sportsmanship, character learners will be able to personally recognize and appreciate the abilities of others, play fair, follow the rules of the game, respect the referee's decision and treat opponents respectfully.

## Conclusion And Recommendations

1. Students who are given learning model 'Penjasorkes' modification has a better character than conventional learning at the primary school both core and fallout school.
2. 'Penjasorkes' learning model modifications is developed not only for the introduction of norms or values, but also the emphasis is more on the internalization of the character as a habit in students' everyday lives. 'Penjasorkes' teachers need to work creatively to analyze

the material to the values contained in any learning material, and then design a learning process for the formation of character.

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