

ISSN 1911-2017

# ASIAN SOCIAL SCIENCE

Vol. 10, No. 5  
March 2014

Editor-in-chief  
*Chris Miller*  
Managing Editor  
*Steven Claver*



Canadian Center of Science and Education

# Editorial Team

## *Editor-in-Chief*

1. Ernest Chui, The University of Hong Kong, Hong Kong

## *Associate Editors*

1. Alexander S Takeuchi, University of North Alabama, United States
2. L N Venkataraman, NRW Research School of Education and Capabilities, Germany
3. Polly Yeung, Massey University, New Zealand

## *Editorial Assistant*

1. Jenny Zhang, Canadian Center of Science and Education, Canada

## *Editorial Board Members*

1. Anna Helena Jankowiak, Wroclaw University of Economics, Poland
2. Abd. Rahim Md. Nor, Universiti Kebangsaan Malaysia, Malaysia
3. Andrew Schumann, University of Information Technology and Management in Rzeszow, Poland
4. Anila Naeem, NED University of Engineering and Technology, Canada
5. Antonio De Lauri, Università degli Studi di Milano Bicocca, Italy
6. Arezou Zalipour, University of Waikato, New Zealand
7. Atieh Farashaiyan, Universiti Kebangsaan Malaysia, Malaysia
8. Aydogan Kars, Vanderbilt University, United States
9. Ayfer Aydiner Boylu, Hacettepe University, Turkey
10. Bahador Sadeghi, Islamic Azad University, Iran, Islamic Republic Of
11. Basmah Issa AlSaleem, The World Islamic Sciences and Education University, Jordan
12. Biswajit Satpathy, Sambalpur University, India
13. Cai Lian Tam, Monash University Sunway, Malaysia
14. Chanchal Kumar Sharma, Kurukshetra University, India
15. Changjoo Kim, University of Cincinnati, United States
16. Cho-ying Li
17. Christian Tamas, Alexandru Ioan Cuza University, Romania
18. Chung-Jen Wang, MingDao University, Taiwan, Province of China
19. Chung-Khain Wye, Universiti Tunku Abdul Rahman, Malaysia
20. Constantino Terrenal Ballena, De La Salle University, Philippines
21. Colin Wark, Texas A&M University-Kingsville, United States
22. Critina Isabel Fernandes, NECE- Research Centre at University of Beira Interior, Portugal
23. Daisy Inyingi Dimkpa, Niger Delta University, Nigeria
24. David Knox Aylward, University of Technology, Australia
25. Deirdre Warren, Kent State University at Stark, Armenia
26. Dragoljub Todic, Institute of International Politics and Economics, Belgrade, Serbia
27. Dr Effandi Zakaria, Universiti Kebangsaan Malaysia, Malaysia
28. Emine Ozmete, Ankara University, Turkey
29. Ennio Bilancini, Università di Modena e Reggio Emilia, Italy
30. Esmaeili Zeiny Jelodar, National University of Malaysia (UKM), Malaysia
31. Fauziah Ahmad, National University of Malaysia, Malaysia

32. Femi Rufus TINUOLA, Kogi State University, Nigeria
33. Fen-ling Chen, Yuan-ze University, Taiwan, Province of China
34. Dr. Francisco Liébana-Cabanillas, University of Granada, Spain
35. Professor Georgia Andreou, University of Thessaly, Greece
36. Gökhan Nuri Torlak, Fatih University, Turkey
37. Gülay Günay, Karabuk University, Turkey
38. Hazlina Abdul Halim, Universiti Putra Malaysia, Malaysia
39. Hiba Qusay Abdul Sattar, Australian Catholic University, Australia
40. Hyung Seok Lee, Chungbuk National University, Korea, Republic Of
41. Hongyu Wang, University of International Business and Economics, China
42. ilham Haouas, Abu Dhabi University, United Arab Emirates
43. I-Tsun Chiang, National Changhua University of Education, Taiwan
44. Jaime Leon, Spain
45. Jorma E. Enkenberg, University of Eastern Finland, Finland
46. Josefina Fernández-Guadaño, Complutense University, Spain
47. Jun-Young Oh, Hanyang University, Korea, Republic Of
48. Dr. Kapil Jain, Devi Ahilya University, India
49. Kimburley Wing Yee Choi, City University of Hong Kong, Hong Kong
50. Krishna Chandra Mishra, School of Management, Sambhram Group of Institutions, India
51. Loris Vergolini Vergolini, Irvapp, Bruno Kessler Foundation, Italy
52. Dr. Mahdi Salehi, Ferdowsi University of Mashhad, Iran, Islamic Republic Of
53. Maniam Kaliannan, Universiti Teknologi MARA, Malaysia, Malaysia
54. Marcin Waligora, Jagiellonian University, Poland
55. Marion Van San, Erasmus University Rotterdam, Netherlands
56. Maryam Ahmadian, Universiti Putra Malaysia, Malaysia
57. Ming Ling Lai, Universiti Teknologi Mara, Malaysia
58. Mohamad Hisyam Mohd. Hashim, Universiti Tun Hussein Onn Malaysia
59. Mohammad Ali Heidari-Shahreza, Iran, Islamic Republic Of
60. Mohammad Ismail, Universiti Teknologi MARA (UiTM) Kelantan, Malaysia
61. Mohammad Javad Maghsoodi Tilaki, Universiti Sains Malaysia, Malaysia
62. Mohammadreza Davari, Payame Noor University, Iran, Islamic Republic Of
63. Mohammed S. Wattad, Zefat Academic College, Israel
64. Mohd Salehuddin Mohd Zahari, University Technology MARA, Malaysia
65. Muhammad Javed, Universiti Sains Malaysia, Malaysia
66. Nabeel Mahdi Althabhwaj, University of Kufa -Iraq, Iraq
67. Nawaraj Chaulagain, Harvard University, United States
68. Nedal Sawan, Liverpool Business School, United Kingdom
69. Nicholas Ruei-lin Lee, Chaoyang University of Technology, Taiwan, Taiwan, Province of China
70. Nikolaos Amanatidis, London South Bank University, Greece
71. Nooshin Sabour Esmaeili, University Putra Malaysia, Malaysia
72. Noraien Mansor, Universiti Malaysia Terengganu, Malaysia
73. Normaliza Abd Rahim, Universiti Putra Malaysia, Malaysia
74. Olaoluwa Olusanya, Aberystwyth University, United Kingdom
75. Ong Puay Liu, Universiti Kebangsaan Malaysia, Malaysia
76. Ornsiri Wimontham, Nakhon Ratchasima Rajabhat University, Thailand
77. Pablo Zano, Universidad Nacional de la Matanza Matanza National University, Argentina
78. Paul Allin, Imperial College London, United Kingdom
79. Parveen Kaur, University Malaysia Sarawak, Malaysia
80. Paulito Valeriano Hilario, San Beda College Alabang, Philippines
81. Peter Kien-hong Yu, Swinburne University of Technology, Australia
82. Pramod Kumar Bajpai, Maharaja Agrasen PG College, India

83. Punam Pandey, Germany
84. R.K. Kavitha, Kumaraguru College of Technology, India
85. Rafael Leal-Arcas, Queen Mary University of London School of Law, United Kingdom
86. Rakhyun Edward Kim, United Nations University, Japan
87. Ram Phul, Maharshi Dayanand University, India
88. Rickey Ray, Northeast State Community College, United States
89. Rita Yi Man Li, Hong Kong Shue Yan University, Hong Kong
90. Rohana Kamaruddin, Universiti Teknologi MARA, Malaysia
91. Sabry M. Abd-El-Fattah, Sultan Qaboos University, Oman
92. Shobha Ajithan, Bharathiar University, India
93. Shruti Tewari, Allahabad University, India
94. Stefan Stieger, University of Vienna, Austria
95. Stephen Anthony Healy, University of New South Wales, Australia
96. Tapas Pal, Visva-Bharati University, India
97. Teck-Chai Lau, Universiti Tunku Abdul Rahman, Malaysia
98. Tiantian Zheng, State University of New York, Cortland, United States
99. Tsui-Yii Shih, National Taipei College of Business, Taiwan
100. Tugba Yilmaz, Çankaya University, Turkey
101. Vakur Sumer, Selcuk University/ UNC Global Research Institute, Turkey
102. Victor Gary Devinatz, Illinois State University, United States
103. Wan Izatul Asma Wan Talaat, Universiti Malaysia Terengganu, Malaysia
104. Won-jun Lee, Cheongju University, Korea, Republic Of
105. Yung-Jaan Lee, Chung-Hua Institution for Economic Research, Taiwan

# Vol 10, No 5 (2014)

Vol. 10, No. 5, March 2014

## Table of Contents

### Articles

<u>Teaching Styles and Motivation in Learning Breast Stroke in Swimming</u>	PDF
<i>Achmad Sofyan Hanif, Pringgo Mardesia</i>	p2
<u>Influence of Sports, Physical Education and Health Teacher Professionalism in Developing Students' Character</u>	PDF
<i>Bafirman Bafirman</i>	p7
<u>Correlation between Sum of 8 Skinfolds to Predicted % Body Fat Range as a Reliable Measure of Body Composition Assessment for Well-Trained Athletes</u>	PDF
<i>Ballard R. J., Dewanti R. A., Sayuti S., Umar N.</i>	p12
<u>Parenting and Fundamental Movement Skills</u>	PDF
<i>Eka Fitri Novita Sari</i>	p22
<u>Influence of Arm Muscle Strength, Draw Length and Archery Technique on Archery Achievement</u>	
<i>Hidayat Humaid</i>	p28
<u>Learning Single Stance Pencak Silat through Computer Based Training</u>	
<i>Iis Marwan</i>	p35
<u>Future Directions in Physical Education &amp; Sport: Developing Fundamental Motor Competence in the Early Years Is Paramount to Lifelong Physical Activity</u>	
<i>Jacqueline D. Goodway, Ruri Famelia, Syahrial Bakhtiar</i>	p44
<u>Anticipation of Penalty Kick to a Goal Keeper</u>	
<i>Johansyah Lubis</i>	p55
<u>Developing Table Tennis Strokes Skill through Learning Method Feedback and Agility</u>	PDF
<i>Jonni Siahaan</i>	p63
<u>Promoting Social Skills through Outdoor Education and Assessing its Effects</u>	
<i>Mohd Taib Harun, Norlena Salamuddin</i>	p71
<u>The Effectiveness of a Crossword Puzzle Game in Improving Numeracy Ability of Kindergarten Children</u>	
<i>Rakimahwati Rakimahwati</i>	p79
<u>Fun Learning Management for Physical Education, Sport Activities</u>	
<i>Ramdan Pelana</i>	p85
<u>The Influence of Multiple Intelligence Approach on the Physical Education Learning towards for Character Improvement</u>	

<b>Roesdiyanto Roesdiyanto</b>	p91
<u>The Role of Recreational Sport Toward the Development of Sport Tourism in Indonesia in Increasing the Nations Quality of Life</u>	<a href="#">PDF</a>
<b>Sabaruddin Yunis Bangun</b>	p98
<u>The Influence of the Forms of Exercise and Leg Muscle Power towards Breast Stroke Skills</u>	<a href="#">PDF</a>
<b>Saharuddin Ita</b>	p104
<u>Influences of Teaching Styles and Motor Intelligibility on Learning Outcomes of Volleyball</u>	<a href="#">PDF</a>
<b>Syamsuddin Syamsuddin</b>	p109
<u>Influence of BrainGym on Mathematical Achievement of Children</u>	<a href="#">PDF</a>
<b>Sutoro Sutoro</b>	p114
<u>Utilizing Music in Sport and Exercise at Elementary School in Indonesia</u>	<a href="#">PDF</a>
<b>Ardipal Ardipal</b>	p118
<u>The Influence of Self Regulated and Traditional Learning Model on the Development of Students' Cognitive Process and Sport Enjoyment in Basketball Learning Process</u>	<a href="#">PDF</a>
<b>Dian Budiana</b>	p123
<u>Evaluating Learning Outcomes of Sports Skills through Observation</u>	<a href="#">PDF</a>
<b>Ishak Aziz</b>	p130
<u>The Influence of Modified Games and Conventional Learning Models on the Physical Fitness of Junior High School Students</u>	<a href="#">PDF</a>
<b>Khairuddin Khairuddin</b>	p136
<u>The Effects of Selected Aerobic Exercise Modalities on Self-Confidence among Female Students</u>	<a href="#">PDF</a>
<b>Norlena Salamuddin, Mohd Taib Harun, Sanaa Ali Ahmed Al-Rashed</b>	p141
<u>Physical Fitness of Rugby Umpires Based on Prudential Fibrescan®</u>	<a href="#">PDF</a>
<b>Mohd Taib Harun, Junaidy Mohamad Hashim, Norlena Salamuddin</b>	p146
<u>Comparative Study of Learning Breaststroke Swimming Technique Using Multi Media and Conventional Method</u>	<a href="#">PDF</a>
<b>Syahrastani Syahrastani</b>	p152
<u>Fundamental Motor Skill among 6-Year-Old Children in Padang, West Sumatera, Indonesia</u>	<a href="#">PDF</a>
<b>Syahrrial Bakhtiar</b>	p155
<u>The Effect of Training Method and Motor Ability on javelin Throw Technique</u>	<a href="#">PDF</a>
<b>Tri Setyo Guntoro</b>	p159
<u>The Effect of Low Impact and Mixed Impact Aerobic Exercise on Percentage of Body Fat</u>	<a href="#">PDF</a>
<b>Umar Nawawi</b>	p163
<u>Using Game Approach in Improving Learning Outcomes of Pencak Silat</u>	<a href="#">PDF</a>
<b>Widiastuti Widiastuti</b>	p168
<u>Influence of Glycemic Index-Based Menu on Endurance Performance of</u>	<a href="#">PDF</a>

Athlet

*Wilda Welis, Rimbawan Rimbawan, Ahmad Sulaeman, Hadi Riyadi*

p173

Learning Approach for Hand Eye Coordination and the Kinesthetic Outcomes of Learning to Throw-Catch a Ball

PDF

*Yusmawati Yusmawati*

p181

The Influence of Self-Talk on Learning Approach and Self Confidence

PDF

*Yusup Hidayat, Didin Budiman*

p186

# Influence of Sports, Physical Education and Health Teacher Professionalism in Developing Students' Character

Bafirman<sup>1</sup>

<sup>1</sup>Faculty of Sports Sciences, Universitas Negeri Padang, Indonesia

Correspondence: Bafirman, Faculty of Sport Sciences, Universitas Negeri Padang, Jl. Prof. Dr. Hamka – Air Tawar, Padang, Sumatera Barat, Indonesia. E-mail: bafirman@gmail.com

Received: January 16, 2014 Accepted: February 20, 2014 Online Published: February 28, 2014

doi:10.5539/ass.v10n5p7

URL: <http://dx.doi.org/10.5539/ass.v10n5p7>

## Abstract

Character education through a variety of subjects including the Sports, Physical Education and Health in school has recently includes the introduction of norms or values, however the internalization of those norms are yet to be seen through actions in daily living. Professionalism of Sports, Physical Education and Health teachers is crucial for effective and efficient learning to occurs. Sports, Physical Education and Health teachers requires a series of professional courses to become teachers, who will produce smart, critical, innovative, democratic and dignified students with good character, and at the same time, be a role model for developing a high quality human resources. The research objective is to see the effect of Sports, Physical Education and Health teacher's professionalism toward the development of students' character. This research was designed using qualitative and quantitative approaches in the form of "cross-sectional" study. The population in this research were the certified Sports, Physical Education and Health teachers, the students and the principals of public junior high school in the city of Padang. The samples were determined by purposive sampling. Data was collected by questionnaire, observation and interview. The analysis results found that (1) Professionalism of Sports, Physical Education and Health teachers affects very significantly to the development of students' character, and (2) Professionalism of Sports, Physical Education and Health teachers is significantly associated with the state of the students' character.

**Keywords:** professionalism, physical education, health, teacher, student's character

## 1. Introduction

Teachers become the spearhead in improving the quality of human resources. To be a professional and dignified teacher is a dream for all teachers, because it will produce a nation who are intelligent, critical, innovative, democratic, moral, dignified, and provide role models for students. Professionalism of Sports, Physical Education and Health teachers is crucial to the effective and efficient learning activity, because it has a set of requirements for the profession of Sports, Physical Education and Health teacher.

Success or failure of students in learning at school is one of the factor that is dependent on the teacher. When students are at home, the students are in the parent's responsibility; but the responsibility is taken up by the school teachers when they are at school. Meanwhile, people have high expectations that their children experienced positive-constructive changes due to their interaction with the teacher.

The success of a teacher can be seen from the process and results. In terms of process, the teacher is able to engage successfully when the majority of learners are physically active both mentally and socially in the learning process. In terms of results, the teacher is successful when learning that was taught are able change the learners behavior for the better. In contrast, from the students side, the learning will be successful if it fulfills two requirements: (1) learning is a student's needs, and (2) there is readiness for learning, namely readiness to gain new experiences both knowledge and skills.

In the Law of the Republic of Indonesia Number 20 in 2003 about National Education System (Education), chapter IX Article 39 paragraph (2): "Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, coaching and training, as well as perform research and community service, particularly for educators in higher education". Teacher's professionalism is at stake when it becomes a demand towards democratic learning, because the demands reflects an increasingly complex needs of



the students, not only the ability of teachers to master the learning process but also other skills that are psychological, strategic and productive. These demands can only be answered by a professional teacher. Therefore, as an educator, a teacher should be professional as defined in the law of National Education System. The presence of a professional teacher is never subsided, because it comes as the most reliable subject.

Character education in schools has been included by the introduction of new norms, and yet the internalization and action in everyday life has not occurred. The formation of character is generally only used as an accompaniment effect (nurturant effect) or a *hidden curriculum*, which is inserted in the cognitive and psychomotor domains. Competent educational institutions find an effective educational tool in shaping the character of students. Education or educating is not only limited to transfer knowledge, but the more important thing is to establish the character of students to be kind, courteous, ethical and aesthetic in everyday life.

The Law of the Republic of Indonesia No. 20 in 2003 on National Education System, also argued that the curriculum in primary and secondary education shall include, these items: *Education of Physical Sport and Health* (Sports, Physical Education and Health). Sports, Physical Education and Health, is a discipline which is a sub-system of national education which is prosecuted to appear as a key in the development of human resources, namely the man who has the ability, skills and personality to suit the demands of development.

Sports, Physical Education and Health utilizes the physical to develop integrity of human beings. Through physical activity the mental and emotional aspects leads to develop that contribute to the improvements in mind and body that affects all aspects of a person's daily life. Holistic approach to body and soul includes the emphasis on the three educational domains: psychomotor, cognitivity and affectivity. Robert Gensemer (in Freeman, 2001) expresses that Sports, Physical Education and Health is termed as the process of creating "a good body as a good place for the mind or soul". The importance of sport as one of the necessities of life is like being floated in the Indonesia national anthem lyrics "*Rise up his soul rise up his body for Indonesia Raya*".

Baron Piere de Coubertin in Lutan (2001) says, "the ultimate goal of sport and physical education lies in its role as a unique container of perfecting character, and as a vehicle to own and form a strong personality, good character and noble qualities; just people who has the moral virtues such as these characters will be useful citizens ". Sports does not only mean it is able to support the quality of human resources, but it is also able to foster a culture of social religious culture based on the values of sportsmanship, creativity, discipline and responsibility.

Message from the Minister of National Education on the occasion of National Education Day 2011 expressed the theme "character education as a pillar of national revival with subthemes achieve accomplishments and uphold morality". Character education has actually been done in schools for a long time, especially in learning Sports, Physical Education and Health. Sports, Physical Education and Health is an educational program through motion or *play* and *sport*. It contains the sense that movement, games, or certain sports are chosen merely as a means of educating. Sports, Physical Education and Health which is well-directed, is able to make participants engage in conducive activities to develop healthy lifestyle, to develop socially, and to contribute to physical and mental health.

The role Sports, Physical Education and Health teachers on the formation of students' character expressed generally by some practitioners that it has not demonstrated professionalism. Their performance is considered weak, not fully able to perform the role and function optimally for the development of students' character education. Most teachers that are less prepared with the Sports, Physical Education and Health learning device which is able to analyse values in each material for the formation of student character. A professional Sports, Physical Education and Health teacher is expected to address the question of the students' character that is needed to establish the quality of human resource.

## 2. Methodology

This is a qualitative and quantitative research using cross-sectional study design to analyze the characteristic of a population at a specific time or certain stage. The population of the study was certified Sports, Physical Education and Health teachers at 37 Junior High Schools, with a population of 27,596 junior high school students in the city of Padang, as well as the associated principal as the main informant. The research sample is determined in stages: *first*, to determine the research area in Padang; *second* and *third*, to determine the sample consisting of schools, teachers and students of class VIII Sports, Physical Education and Health. The study was set at four Junior High Schools, with a sample of 155 students.

Data was collected using a questionnaire, interviews, and direct observation of teacher's professionalism specifically for the development of students' character. Questionnaire was prepared by the researcher and then

was developed into the form of statements about the influence of professionalism of teachers for Physical, Sports and Health Education for the development of students' character. Data were analyzed descriptively, using Spearman correlation and *t-test*.

### 3. Results

Before testing the hypotheses, data obtained were analyzed descriptively Tests of normality and homogeneity of variance were conducted. The research hypothesis were tested using correlation and *t-test*, with a confidence level set at  $\alpha = 0.05$  level. Hypothesis testing is done to determine: (1) the influence of professionalism of Sports, Physical Education and Health teacher to development of students' character, and (2) the relationship between professionalism of Sports, Physical Education and Health teacher with state of students' character.

Results showed that: (1) Professionalism of Sports, Physical Education and Health teacher has very significant influence on the development of student character (2) professionalism of Sports, Physical Education and Health teacher correlates significantly ( $\alpha = 0.01$ ) with the state of the learners' character ( $0.392 > r$  table 0.206).

### 4. Discussion

Results of the study showed that professionalism of Sports, Physical Education and Health teacher significantly influence the development of students' character, and professionalism of Sports, Physical Education and Health teachers correlates significantly with the state of the students' character. A professional Sports, Physical Education and Health teacher has competences such as: (a) able to make lesson plans, (b) able to educate students through physical activity in order to develop physical, neuromuscular, intellectual, emotional, cultural and spiritual abilities, (c) able to evaluate the process and outcomes of learning, (d) able to use the evaluation results for remedial purposes, and (e) use the results of research to improve the quality of learning.

Being a professional teacher according Zakiah Daradjat (1992) is not arbitrary, but must meet some requirements such as: (1) piety to Allah SWT, it is not possible to educate children to be obedient to God, if teachers did not fear Him. A teacher is a role model for the students. (2) Knowledgeable, a teaching certification is not merely a piece of paper, but the proof that the owner has to have a certain knowledge and abilities which are needed for a position. (3) Healthy body greatly affects the spirit of working. (4) Behave well, teachers' manner is very important for students' character education.

When Sports, Physical Education and Health teachers consider teaching as merely conveying the subject matter they will be different from teachers who think teaching is a process of providing assistance to students. These differences ultimately affect the ability of teachers to implement instructional strategies. The professional Sports, Physical Education and Health teachers thought that the aim of teaching is to change the attitude of students towards a better character.

Teachers who are materially oriented tends to apply learning with a one-way pattern, giving less freedom to the students to be creative in learning. The condition will affect the quality of learning. The process of learning activities is successful when students are actively engaged both physically and mentally in the learning process.

According to the Minister of National Education Regulation No. 41 of 2007 on the Standard Process of Education, include: Planning the learning process, doing implementation of the learning process and learning the outcome assessment. Implementation of learning is done in an interactive way, inspiring, having fun, challenging, and motivating the students to actively participate and provide enough space for innovation, creativity, and independence which fit to their talents, interests, as well as physical and psychological development of the students.

Professional Sports, Physical Education and Health teachers who have responsibility for increasing physical fitness of students, lead the activity in which play or practice along with learning, as a motivator and disciplinarian. For the achievement of learning goals in each meeting is often encountered that some students have difficulty in mastering *skills* motion. Under these conditions as Penjasorkes teachers, they are required to have professionalism in service to the achievement of learning objectives.

Professionalism of Sports, Physical Education and Health teachers are able to give the best service (*to serve the common good*) which is accompanied by the dedication of to *human welfare*. This means that the teachers prioritize the human values rather than the material values. So even if a teacher has a high ability but does not have the self-motivation to perform these tasks he will not be able to carry out his duties in a professional manner (Ibrahim Bafadal, 2009).

Professionalism as a Sports, Physical Education and Health teacher means that he is able to master the field finely and deeply. Sports, Physical Education and Health teachers not only convey knowledge by words or

writing, but also performed skills directly in front of the students. Therefore, a Sports, Physical Education and Health teacher must be skillful in certain activities in the learning process, although he is not an expert on in the sport. He has previously analyzed the values contained in any learning material in designing the learning process for the development of learners' character.

According Wiranto (1997), emotional intelligence can be developed through Sports, Physical Education and Health. Understanding the essence of emotional intelligence by Lutan (1997), includes four aspects: self-control, diligence, perseverance and the ability to motivate yourself. The conclusion is that emotional intelligence is an internal factor in determining student success. If the achievement motivation is enhanced, the learning outcomes of Sports, Physical Education and Health will increase as well. Conversely, if the students' achievement motivation is declining, achievement of Sports, Physical Education and Health learning outcomes will be low.

According to Singer (1980), achievement motivation is a motive for pacing with someone's own advantages and benefits of others. Achievement motivation is beneficial to draw the best predictor for students' achievement. Thus, Sports, Physical Education and Health teachers should consider an intervention to improve students' achievement motivation in order to assist the students in carrying out their duties with spiritfully and seriously.

Weinberg and Gould (2003) states that participation in an exercise program is able to build character, improve one's moral reasoning and educate him to apply sportsmanship. Learning sports activities through Sports, Physical Education and Health contain ethical values of *fair play*. *Fair play* is an awareness that opponent / friend who compete or play sports together is always attached. According Lutan (2001) *fair play* is a form of self-esteem as reflected in: (1) honesty and sense of justice, (2) respect for the opponent, either in defeat or victory, (3) attitude and selfless actions, (4) assertiveness and authority in the event of an opponent or spectators do not *play fair*, and (5) humility in victory, and peace / self-control in defeat.

Successful implementation of students' character values, relates to the quality of professionalism owned by Sports, Physical Education and Health teacher. According Sudarsono (2009) character is a trait that will manifest themselves in the ability to push out, which leads the person to perform a commendable display. Education which is building character oriented will produce students who will display a virtue that is commendable with appropriate levels of their knowledge.

Suharjana (2011) suggests that Sports, Physical Education and Health is an efficacy unquestionable media to build the nation's character. Development of ethics, positive values, discipline, sportsmanship, and quick decision making are products of Sports, Physical Education and Health. Sports, Physical Education and Health can also be used as an arena to develop honesty, promote integrity, and develop a sense of respect for other people's social environment.

According to Ruspindi (2008) there are five aspects to teacher professionalism: (1) Have a commitment to students and the learning process, (2) Master the instructional materials and the techniques on how to teach, (3) Have responsibility for monitoring the students' ability to learn through variety of evaluation techniques, (4) Have ability to think systematically in doing the task, and (5) Should be part of a learning community within their profession.

Professional Sports, Physical Education and Health teachers will carry out their duties well if they have the ability and motivation to carry out this task to change the attitude of students towards a better behavior and character. Although a teacher has high ability but does not have the motivation to carry out the task himself, the teacher will not be able to carry out their duties in a professional manner (Ibrahim Bafadal, 2009).

## 5. Conclusions and Recommendations

1) Professionalism of Sports, Physical Education and Health teacher has very significant influence on the formation of students' character. Therefore, Sports, Physical Education and Health teachers need to develop their professionalism to have competencies related to their duties as an educator in various ways, such as training, professional education of teachers (PPG), attending seminars and so on.

2) Professionalism Sports, Physical Education and Health teacher correlates significantly with the state of the students' character. It is recommended that teachers of Sports, Physical Education and Health be always creative in implementing the curriculum, analyzing the materials and the values contained in any learning material, and then design a learning process for the formation of character and improve the quality of physical fitness of the students, so that every content of the curriculum can be achieved better, and students become competent learners as expected.

## References

- Daradjat, Z. (1992). *Metodologi Pengajaran Agama Islam*. Jakarta: Bumi Aksara.
- Freeman. (2001). *Physical Education and Sport in Changing Society*. New York: Macmillan Publishing Company.
- Ibrahim, B. (2009). *Peningkatan Profesionalisme Guru Sekolah Dasar*. Jakarta: Bumi Aksara.
- Lutan, R. (2001). Olahraga dan Etika. *Fair Play*. Jakarta: Direktorat Pemberdayaan Ilmu Pengetahuan dan Teknologi Olahraga, Direktorat Jenderal Olahraga, Departemen Pendidikan Nasional.
- Nuh, M. (2011). Sambutan Menteri Pendidikan Nasional pada peringatan hari pendidikan nasional dengan tema "pendidikan karakter sebagai pilar kebangkitan bangsa dengan Subtema Raih Prestasi Junjung Tinggi Budi Pekerti".
- Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 41 Tahun 2007 Tentang Standar Proses Untuk Satuan Pendidikan Dasar dan Menengah. Badan Standar Nasional Pendidikan Tahun 2007.
- Ruspindi. (2008). *Profesionalisme guru, harapan dan kenyataan*. Pikiran Rakyat. Retrieved January 2, 2008, from <http://www.pikiran-rakyat.com/cetak/1204/20/0310.htm>
- Singer, R. N. (1980). *Motor Learning and Human Performance an Application to Motor Skills and Movement Behaviors*. New York: MacMillan Publishing Co., Inc.
- Soedarsono, S. (2009). *Karakter Mengantar Bangsa dari Gelap Menuju Terang*. Jakarta: PT. Elex Media Komputindo.
- Suharjana. (2011). Model Pengembangan Karakter melalui Pendidikan Jasmani dan Olahraga. *Pendidikan Karakter dalam Perspektif Teori dan Praktek*. Yogyakarta: UNY Press.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. Disahkan Di Jakarta, Pada Tanggal 8 Juli 2003 Presiden Republik Indonesia, Ttd. Megawati Soekarnoputri.
- Weinberg, R. S., & Gould, D. (2003). *Foundation of Sport and Exercice Psychology*. Champaign: Human Kinetics.

## Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).