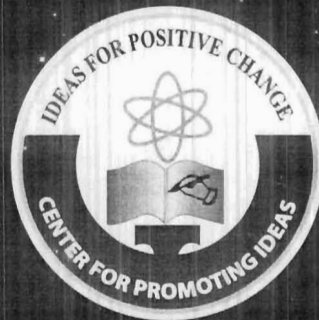


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Relationships of Character and Physical Fitness Quality through 'Penjasorkes' Learning to Students of Elementary School

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Abstract

This study aims at examining the relationship between the characters to the increase of students' physical fitness. This Research and Development used the experimental design which is Pretest-Posttest Controlled Group Design. Population of the study was elementary school students in Padang. The school samples were determined by purposive sampling namely; Core School and Impact School. Respondents were chosen by purposive sampling, they are grade five with 123 students. There were two instruments used to collect the data, questionnaires related to student's character and physical fitness quality Test (TKJI). Data were analyzed by using descriptive statistical techniques, hypothesis testing used correlation techniques with a level of $\alpha=0.05$ level. Researcher found that there was a significant effect on the increase in character and physical fitness of students through learning Penjasorkes. There is a highly significant relationship between students' characters and students' physical fitness quality through learning Penjasorkes. Students who have a good character are more eagerness to get used to doing physical activity and always learn Penjasorkes actively.

Keywords: Character, Physical Fitness, Penjasorkes

Introduction

Education is for life guidance that can help the growth of the children and it leads the power of nature that exist in children, in order that they become an individual and a member of the public who have a moral personality and have good character or good behavior (*akhlakul karimah*), thus they become a qualified human. The quality of human resources should be prepared as early as possible, ranging from the family environment and the most basic level of education.

Most implementation in education of the character establishment was abandoned from an early age, then it progressed to adolescence, adulthood and even old age. The values of civilization has been reduced by the savagery attitudes entrenched in the form of student's brawls, fights among college students and fights in residents, rape, murder, mutilation, suicide, abortion, involvement of several community leaders in criminal and corruption, overcoming violence with violence as well as various vandal behavior, such as demonstrations that disrupt public interest, the behavior of the audience that is arbitrary on a particular match and so forth.

In accordance with Indonesian Law No. 20, 2003, on the National Education System (*Sisdiknas*), argued that education "... is aimed at developing the potential of students to become religious and devote to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and to be a democratic citizen in a responsible manner". Therefore, the formation of character needs to be done fully, thoroughly, and integratedly, which is not only taught, but also must be intelligently fostered through the internalization of moral values, role models, and social control, ranging from the institutions of family, school, and community.

The formation of character can be obtained especially through educational institutions or schools in order to find an effective educational tool in shaping the character of the nation. Education is not just interpreted as transferring knowledge itself, however, the more important notion is that it can change or shape the character of a person in order to become better, to be more polite at the level of ethics, aesthetics as well as behavior in everyday life. Character formation of students in the school is formed not only through the learning process in the classroom, but also by the ways of managing schools.

Furthermore, the Law No.20,2003, on National Education System, also argued that the primary and secondary curriculum must include, among others: Physical Education and Health (*Penjasorkes*). *Penjasorkes*, as a discipline that is a sub-system of national education, is required to appear as a key in the development of human resources (HR), the man who has the ability, skills and personality fit to the demands of development. *Penjasorkes* utilizes the physical to develop the integrity of human beings. Through the physical, the mental aspect and the emotional aspect is also developed that lead to improvement in the mind and body that affect all aspects of a person's daily life. Robert Gensemer expressed (Freeman, 2001) *Penjasorkes* is termed as the process of creating "the body which is good for the mind or soul".

In terms of policy, the actual characterized education has also been carried out in schools, especially in learning *Penjasorkes*. *Penjasorkes* means education programs through *motion or play and exercise (sports)*. It contains the sense that movements, games, or certain sports are chosen just a tool to educate. Furthermore, well-directed *Penjasorkes* will help learners develop skills that are useful for filling free time, engage in activities conducive to develop a healthy lifestyle, contribute to physical and mental health, and develop socially.

Penjasorkes learning reconstruction is believed to be an effective solution to form the character of students. First, most of the students know *Penjasorkes* through school institutions. Second, school age is an effective period to inculcate values. Third, *Penjasorkes* learning in schools has been more emphasized on the mastery of sport skills and it tends to ignore the value of the learning process. It should be recognized that the learning process in schools during this *Penjasorkes* allows less noble values of constructivist sport in students' cognitive. Thus, it could be understood that the value contained in the noble values of sport cannot be internalized in the learner, moreover transform it into behavior.

Penjasorkes not only cause physical well-educated person, but also all aspects related to the total well-being of humans, such as what is meant by the concept of "lifelong physical fitness". As it is known, the dimensions of the body and mind connection emphasize the three domains of education, namely: psychomotor, affective, and cognitive. Some experts in the field of physical education and sport, Syer & Connally (1984); Clancy (2006); Begley (2007), mention a similar case that "the body is the abode of the mind." There are elements of unity between the body's understandings of the mind. Physical education associated with emotional responses, personal relationships, and group behavior, mental learning, intellectual, emotional, and aesthetic.

The role of Physical Education, as a container forming the character of the students, has been recognized by many circles. However, in practice the teaching of physical education has not been effective running as expected. Physical education learning tended to be traditional. Definition of physical education is often obscured by another concept, namely physical education is equated with any business or activity that leads to the development of the organs of the human body (body building), physical fitness, physical activities, and skill development. That understanding gives a narrow and misleading sense of actual physical education.

Based on the description above, *Penjasorkes* can form a strong character for the students either physically, mentally or socially; so that in the future they are expected to be a human being who has good attitude, morals and good character as well as independent and responsible. Through *Penjasorkes* learning model, a more precise modification is expected to address the issue of the character and quality of physical fitness that is needed to create qualified human resources, as well as to analyze how the relationship between the state of characters with the physical fitness quality of learners through the *Penjasorkes* learning on the Core School and the Impact School in Padang, West Sumatra.

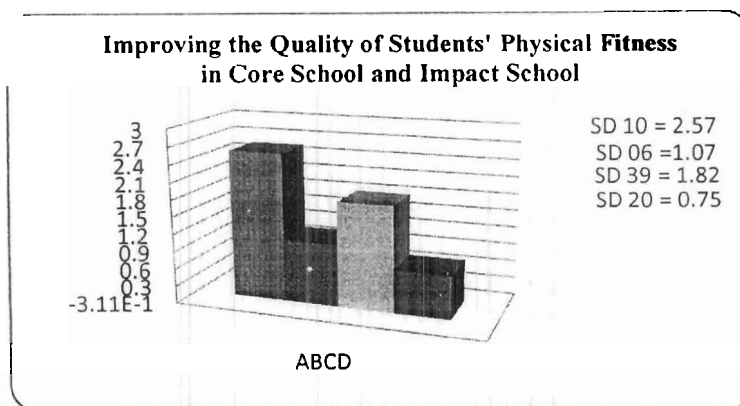
Research Methode

This research is the development of research (*Research and Development*), with qualitative and quantitative methods. The validity of the research, consisting of *Penjasorkes* learning experts, experts of psychologists study learning, and experts of Indonesian. The experimental design of the study is *Pretest-Posttest Controlled Group Design*. The population of the study is elementary school students in Padang. School sample is determined by *purposive sampling* namely; Core School and impact School. Treatment group and control groups were taken respectively one core School and one impact School. Respondents were determined by *purposive sampling*; that is class V, totaling 123 students. Instrument compiling research data was obtained through tests and questionnaires. To collect data of the students' physical fitness, it is used Test of Physical Freshness Indonesia (TKJI), and the questionnaire was used to collect data on the student's character. Data were analyzed using descriptive statistical techniques, and hypothesis testing used correlation techniques with a level of $\alpha=0.05$ level.

Findings

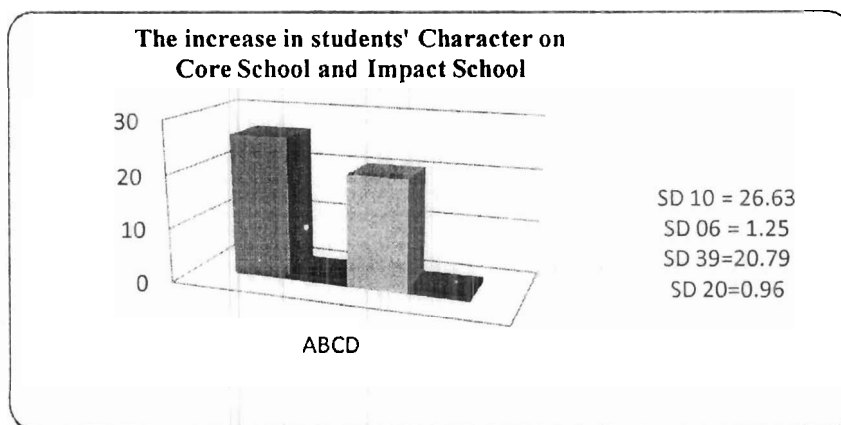
Before testing the hypotheses, the data firstly obtained were analyzed descriptively, then, followed by tests of normality and test of variance homogeneity.

The results of a descriptive analysis shows that the average increase in the quality of physical fitness in elementary school students in core school and impact school, both treatment and control group according to the following chart:



Graph 1: Average Improvement of Physical Fitness Quality in Core School and Impact School (Bafirman, 2011)

The average increase in the value of the students' character in elementary school of core school and impact school, both treatment and control group; the results of the descriptive analysis is shown in the following chart:



Graph 2: Average Increase in Character Formation of Students in the Core School and Impact School (Bafirman, 2011)

Proving the hypothesis, It shows that: "There is a positive relationship between physical fitness quality and characters if the students". The results of hypothesis testing explains that the character of the students relates very significantly the ($\alpha = 0.01$) with the quality of the physical fitness of students with calculations r count 0,606 > r table 0,325.

Discussion

In accordance with the findings that the formation of the character of the students relates very significant with the quality of the physical fitness of students. It means, there is a relationship between physical fitness quality and students' characters, the better the state of the character of the students, the more improve of their physical fitness quality. *Penjasorkes* as an educational tool accelerates children in developing the concept of morality.

Observing moral reality critically, it would be closer to the form of the game, in other words, observing the moral reality is educational ethics. In the compassion game, fairness, sportmanship and integrity are very closely in it so that it gives the concept of ethics education in it.

According to Soedarsono (2009.139) character is a trait that will manifest as the ability to push himself *inside out*, which leads the person to do a commendable display. Education-oriented to character building will produce students who will display a virtue or commendable display with appropriate levels of knowledge even.

According to Zaim Elmubarak (2008), the character is defined as a nature, disposition, psychological traits, morals or manners that distinguish one from the other. Building the character (Character Building), is the process of carving or sculpting soul in such a way, that "the form of unique, interesting, and different or distinguishable from others. According to Pocket (2009) is the character or quality of mental strength or morale, morals or manners of the individual which is kind of a special personality that differentiates one from other individuals. According to Koesuma (2009), character represents the values of human behavior related to the God Almighty, the humans themselves, fellow human beings, the environment, and nationality embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners, culture, and customs.

According to Lickona (1992), character education establishment emphasized the importance of the three *components of good character* they are: the knowledge of the moral (*moral knowing*), the feelings of moral (*moral feeling*), and the conduct of moral (*moral action*). This is necessary, so that learners are able to understand, to feel and to work well as good values. The nature of the character as a person in response to the moral situation is manifested in real action through good behavior, being honest, being responsible, being respectful of others and doing other noble character.

Furthermore, Lickona (1992) argued about moral knowledge (*moral knowing*); there are six things that become the objectives, namely; 1) moral awareness, 2) knowing moral values, 3) perspective-taking, 4) moral reasoning, 5) decision making, and 6) self-knowledge. The feelings of moral (*moral feeling*) is an emotional aspect to be able to be perceived by a characterized human, namely; 1) *conscience*, 2) *self-esteem*, 3) *empathy*, 4) *loving the good*, 5) *self-control* and 6) *humanity*. Moral conduct (*moral action*); this action/moral action is the results (*outcomes*) of the two components of the other characters. To understand what drives a person in conducting a good deed (*act morally*) then it should be seen three other aspects of the character, namely; *competence*, 2) *desire (will)* and customs (*habit*). Thus, the character education will not succeed without the moral values which are the basis of values education.

Penjasorkes is a laboratory experience for students. *Penjasorkes* teachers should teach ethics and values in the learning process, which leads to an opportunity to shape the character of students. All educators in the school, especially the *Penjasorkes* teachers need to be keen to see the opportunities that exist, both curricular and non/extracurricular activities, to realize the importance of positive attitudes and behaviors in life along with others, either within the family, at school, or in society. Sports activities are full of values, and it affects the value system of the individual. Then, this value system influences the behavior of individuals.

The presence of a relationship between characters and physical fitness quality of students, it can be argued, that the *Penjasorkes* learning outcomes can be improved by increasing motion capabilities, attitudes toward *Penjasorkes*, and achievement motivation, either individually or jointly. If the motion capabilities improved, the *Penjasorkes* learning outcomes will increase as well. Conversely, when the student movements decrease the achievement of *Penjasorkes* learning outcomes will decrease. This is in accordance with the UU.RI. No.3.Th.2005 on National Sports System, that physical education and sport are implemented as part of the regular process and continuing education to acquire knowledge, personality, skills, health, and physical fitness.

According to Harzuki (2003), the quality of physical fitness is seen as something more than just a state of no pain, not static, but a level of functioning that is always changing, and as a continuum of quality functions of the organs of the body. Freshness as a dynamic and integrated level of organ functions is oriented toward maximizing the potential of which has a dependency on self-responsibility.

The Ministry of Education (1999) states that Physical Freshness is one of the purposes of the implementation of education in schools, which is achieved through the implementation of *Penjasorkes* field study. *Penjasorkes* implementation is a form of physical fitness training for children and adolescents. When the implementation is done properly and is fostered regularly, so that the result will be necessarily can be achieved.

Considering the *Penjasorkes* is done continuously, directed, and programmed, and then it is appropriate that the physical fitness test is also carried out periodically and regularly.

According to Freeman (2001: 5) physical education can be categorized into three parts, namely; (1). Physical education is carried out through physical media, namely: some physical activities or some types of body movement, (2). Physical activity though not always, but generally includes a variety of activities and gross motor skills do not always have to be obtained significant differences, (3). Although the students have benefited from this process of physical activity, but the benefits for students do not always have to be physical, non-physical can be achieved such as: the development of intellectual, social, and aesthetic, as well as cognitive and affective development.

According to Jesse Feiring Williams (1999; within Freeman, 2001) Physical education is a human physical activities chosen, so this is executed to obtain the desired results. This notion is supported by the understanding that: mind (mental) and body is referred to as two separate elements, which emphasize physical education physical education through the understanding of the human nature when the integrity of the individual is a fact that cannot be denied, physical education is defined as education through physical. This understanding shows that physical education is also associated with emotional responses, personal relationships, and group behavior, mental learning, intellectual, emotional, and aesthetic. 'Education through physical means education through physical activity, the objective covers all aspects of educational development, including mental growth, social students. When the body is improved physically, mind (mental) should be taught and developed; in addition it should also have an impact on social development, such as learning to cooperate with other students.

Lutan (2001) explains that sport activities aim to familiarize one's moral education to do good things and to avoid evil so it produces individuals who are ethical, and forms social piety cultural. In sports activities, moral considerations affect sportsmanship or *fair play*. The *Fair play* easy to say, but it is quite difficult in practice, not only in sports but also in all forms of activity in everyday life. *Fair play* behavior can be educated or socialized. The problem is how to apply the moral values and principles that form the basis of sportsmanship behavior, especially for students, can be done in learning *Penjasorkes*.

Furthermore, Lutan (2001) suggested that *fair play* is a mental attitude that shows knight dignity in sport, a form of self-esteem as reflected; (1) honesty and sense of justice, (2) respect for the opponent, whether in defeat or victory, (3) attitudes and selfless actions, (4) firm and dignified attitude if an opponent or spectators do not fairly play, and (5) humility in victory, and peace or self-control in defeat. Several indicators contained in fair play portray that fair play is part of the formation of character.

Students' attitude contributes to the *Penjasorkes* learning outcomes. When the attitude of students increases, the *Penjasorkes* learning outcomes will increase, otherwise, when the attitude of students decreases the achieved *Penjasorkes* learning outcomes of students will go down anyway. In theory, a person tends to respond to an object if the object is liked or disliked. This means attitude determines very much in one's action.

Penjasorkes is essentially a process of education that utilizes physical activity to produce a holistic change in the quality of the individual, either in terms of physical, mental or emotional. *Penjasorkes* treats the child as a unified whole, being a total, rather than just take it as a separate person of physical and mental qualities.

Penjasorkes occupies a truly unique position. Activities which always involve children in small and large groups are an appropriate vehicle to communicate and to get along in a social sphere. In social life, each individual will learn to carry out their role as a responsible member of society. In a society, there are many norms that must be adhered to and the rules that its underlying. Through *Penjasorkes*, norms and rules are also studied, lived and practiced.

To be able to play an active role, a child will realize that he and his group had to master some of the skills required. Indeed that physical education activity is referred to as a real event to train skills (life skills), so that one can live usefully and he or she does not bother the public.

Support of physical fitness is required by the students to be able to follow the process of learning each day which takes five hours on average. Thus no doubt that *Penjasorkes* is urgently needed by the students to improve and to maintain physical fitness. There are several viable theory adopted in, they are, physiological theory, motor theory, transfer of learning and contribute to the development of cognitive *Penjasorkes*. Physiological theories include the following explanation.

First: Endogenous opioids system, that is hormone system that serves as morphine, the receptors of these systems present in the hypothalamus and limbic system of the brain, which is the area associated with emotions and human behavior. One of endogenous opioids hormone systems is beta-endorphins which serves to reduce pain, provides the strength to face cancer and also increases memory. When one is exercising pituitary gland increase production of beta-endorphins and beta-endorphins results concentration rises in the blood that are drawn also to the brain, so it can reduce pain, anxiety, depression and fatigue (Daniel Landers (2010)).

Second: alpha brain waves, that is, during exercise there is the addition of alpha waves in the brain. The increasing power of alpha waves in the brain contributes to the reduction of anxiety and depression. So that students in performing daily activities feel freer and more confident of the capabilities (Daniel Landers (2010)).

Third: The nervous system of the brain, that is, nerves dealer brain (*neurotransmitters*) such as *norepinephrine* (NE) and *serotine* (5-HT) which involves in depression and schizophrenia. Depression is associated with reducing NE in the brain, or disruption of NE or 5-HT at the time of a person suffering from depression. Exercise can add to the NE and 5-HT in the brain, so it can cope with depression (Kathleen, 1992: 144-145).

Fourth: according to Bill Lucas (2006), Synapses are junctions between two neurons; the axon makes contact with the dendrites, or cell bodies of other neurons. Enlargement fiber axons at the contact point is known as synaptic knob, which is a base that allows the transmission at the synapses that involve learning occurs because of the enlargement of the synaptic knob. Synapsis is a device to carry impulses from one cell to another cell that can be found in connections among the nerve cells or nerve cells to muscle cells. The relationship between the nerve cells and skeletal muscle cells is called the neuromuscular junction. Jin Jichun, (2000) says that the basic ingredient of intelligence is the nervous system that is in the most perfect form of the brain, which is closely linked to the movement of muscle, smooth muscle and cardiac muscle.

Sports activities in *Penjasorkes* learning not only forms the arms, legs and strengthens the organs in the body, but also strengthens the foundation of intelligence. *Penjasorkes* activity which bases on endogenous opioids system, alpha brain waves, brain and nervous system synapses can calm the mind, reduce anxiety and depression, improve memory, and strengthen the foundation of intelligence.

President Sukarno once said "The nation must be built to prioritize the development of character (*Character Bulding*) because Bulding Character is what will make Indonesia become a great nation, advanced, and prosperous, and dignified. If this *Character Bulding* is not done, then the Indonesian nation will become a nation of coolies!" President Susilo Bambang Yudhoyono stressed that "without a national identity, a nation will be easily tossed around and disoriented in the era of globalization which is moving fast today". According to Sudarsono (2009) "The character and national identity ultimately are the key to the success of a nation.

Baron Pierre de Coubertin said, "the ultimate goal of sport and physical education lies in its role as a unique container of refinement character, and as a vehicle to own and form a strong personality, good character and noble qualities; only those who have the moral virtues like these that will be useful citizens" (Lutan, 2001). This view reinforces the position of sport and *Penjasorkes* as a vehicle for the expected human form. Sports and *Penjasorkes* have the competence to enhance human character and personality in order to have good properties.

Moral values contained in the *Penjasorkes* learning is identified to be taught by *Penjasorkes* teachers to students through the following steps; (1) Creating an enabling environment for the moral values applied for learners, (2) The existence of an exemplary or model of moral behavior, (3) Developing rules or codes of conduct which are well behaved, (4) Explaining and discussing the moral conduct, (5) using and teaching ethics in decision making, (6) Encouraging individual students to develop a good value.

Implementation of character values through *Penjasorkes* learning, can be applied through; (1) Establish a regular habit laden moral values in *Penjasorkes* learning, (2) Provide a *reward* for students who display moral worth behavior. Instill moral values and form is not as fast as teach skills such as kicking or hitting a ball, building a character requires a relatively long process, consistent, and not all at once.

Penjasorkes learning leads to the improvements in 'mind and body' that affects all aspects of a person's daily life. Holistic mind-body approach also includes an emphasis on the three educational domains: psychomotor, cognitive, and affective. To borrow the phrase of Robert Gensemer, *Penjas* is termed as the process of creating "the body which is good for the mind or soul." It means that, in the good body 'expected' there is also a healthy soul, and this is in line with the ancient Roman proverb: Men sana in corpore sano.

Conclusion

First; Learning *Penjasorkes* can build and enhance the character of the students to appreciate the values (attitude-mental-emotional-spiritual-social), and guide students doing a commendable display. Second; Learning *Penjasorkes* can improve the physical fitness of students, so that students have the ability to perform daily work of tasks without causing significant fatigue, and Third: There is a significant relationship between characters and quality of learners' physical fitness through learning *Penjasorkes*. Students who have a good character are more eager to get used to doing physical activity and always learn *Penjasorkes* actively.

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