



## 21st Century Character Education for Indonesian Children through Sport Science

**I Gede Suwiwa<sup>1\*</sup>, I Made Sutajaya<sup>2</sup>, I Gusti Putu Sudiarta<sup>3</sup>, Wahjoedi<sup>4</sup>,  
I Ketut Iwan Swadesi<sup>5</sup>**

<sup>1\*,4,5</sup>Physical, Health and Recreational Education, Faculty of Sports and Health,

<sup>2</sup>Doctor of Education, Postgraduate, <sup>3</sup>Masters of Mathematics Education, Postgraduate  
Universitas Pendidikan Ganesha

\*Corresponding Author. Email: [gede.suwiwa@undiksha.ac.id](mailto:gede.suwiwa@undiksha.ac.id)

**Abstract:** This study aimed to examine 21<sup>st</sup> century character education for Indonesian children through Sports Science which was implemented in the form of integration of physical education and character education in early childhood, especially through sports activities such as; *pencak silat* (martial arts), dance, outbound, and swimming. This study used a literature research method by adapting a literature study research model proposed by Mirshad (2014) which was carried out through four research steps, namely; 1) recording of all findings 2) integration of all findings 3) analysis of all findings, 4) criticism and collaboration. The instrument used was a data card where data were recorded by paraphrasing, quoting, and synoptic. Document Analysis was used for data analysis that focused more on analyzing factual content and media features. This study found several characters that appeared in four activities, namely; 1) *pencak silat* (martial arts) could increase the character values of piety, not giving up easily, responsibility, discipline, and self-confidence; 2) the art of dance fostered the character of honesty, cooperation, independence, self-confidence, piety, and discipline; and 3) outbound created the character of leadership, cooperation, and self-confidence; 4) swimming could increase the character values of courage, self-confidence, creativity, adaptation, and sensitivity. This character could grow and develop from each activity created in the four activities. It was recommended for parents to provide opportunities for their children to participate in sports activities such as; *pencak silat* (martial arts), dance, outbound, and swimming because these activities had been proven to increase positive character, where these activities were an integration of physical education as an academic discipline based on sports science.

### Article History

Received: 11-10-2021

Revised: 27-12-2021

Accepted: 07-01-2022

Published: 09-03-2022

### Key Words:

Character Education,  
Sport Science, Early  
Childhood.

**How to Cite:** Suwiwa, I., Sutajaya, I., Sudiarta, I., Wahjoedi, W., & Swadesi, I. (2022). 21st Century Character Education for Indonesian Children through Sport Science. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 8(1), 68-76. doi:<https://doi.org/10.33394/jk.v8i1.4265>



<https://doi.org/10.33394/jk.v8i1.4265>

This is an open-access article under the [CC-BY-SA License](#).



## Introduction

Moral degradation is one of the phenomena that never stops being discussed in the world of education, especially in this globalization era where the times development is also accompanied by technological sophistication which causes this problem to be more complex. Hadith (2015) states that the crisis of identity and characteristics of the Indonesian nation has been proven by the occurrence of irregularities that often occurs as a form of moral degradation which is increasingly happening in the globalization era. It is relevant to the previous statement argued by Budimansyah (2010) in which it is explained that the rapid development of science and technology has brought significant changes that create no boundaries between countries and cultures. It emerges a condition where the applications of nation's character elements contrast to the development occurs in the globalization era.



no boundaries between countries and cultures with each other so that the strength of the application of the elements of the nation's character is in conflict with the developments that occur in this era of globalization. These developments have an impact towards Indonesian people's paradigm and their behaviours.

This phenomenon makes character education is increasingly emphasized in Indonesian educational system. Nowadays, character education is still believed as an effort of developing ethical values towards young generations' mind. Character education cannot be separated from the education system that is in line with the globalization era in which it emerges a new term well-known as character education of 21<sup>st</sup> century learning. Character education in the 21st century is a deliberated effort to nurture and develop core ethical and performance values in young people that are widely affirmed and accepted in all cultures (Singh, 2019). A real implementation related to the importance of character education for Indonesian people is shown through the curriculum used as a base of conducting learning process. Sholekah (2020) states that character education for students is developed through integration between subjects and levels of education in which three aspects need to be considered in the integration, namely; cognitive, affective, and psychomotor. Furthermore, the character values contained in the 2013 curriculum are intended to prepare citizens who are faithful, productive, creative, innovative, effective, and being able to contribute to social life. Moreover, the 2013 curriculum is a basic concept design that is used as a reference in the learning process where character education is carried out through subjects and levels of education that are combined as an element.

Character education is emphasized from the early childhood education level considering that children are the indications of the nation's inheritors. Early childhood education is believed as a foundation in forming a humanity sense in every individual where students are taught how to behave in their daily lives. Character formation in early childhood has a major influence on their character in social life (Gunawan, 2017). It is supported that a good character must be introduced in children's minds earlier in which it is referred to a set of individual psychological characteristics that affect a person's ability and tendency to be functioned morally (Yuniarni, 2012). Khaironi (2017) argues that character education is required for early childhood education considering that early childhood still has less knowledge about how to behave in social life. It is potentially needed since early childhood requires a direct stimulation and guidance from adults. It is continued by a consideration that early childhood education can be perceived as an introduction of the next level education where knowledges, attitudes, and skills owned by the children becomes a fundamental principle in which that principle can be formed and provided through a basic framework in early childhood education (Sintia et al., 2019).

The application of sport science is one of character education implemented through the integration between Physical Education, Sports, and Health (PJOK) subjects in early childhood education levels. Ateng in Prasetyo et al (2019) explains that physical education is the integration of a whole education through several physical activities that aim to develop individuals' nature, neuromuscular, intellectual, and emotional. Specifically, it can be said that physical education is an effort to achieve educational goals through physical activity. Physical education itself is a manifestation of the evolution of identity where physical education is seen as an academic and professional discipline. Physical education as an academic discipline positions sports science as the basis of science in its integration (Bakhtiar, 2016). It can be concluded that character education can be realized through sports science, precisely by integrating physical education with character education for early childhood.



Physical education as a manifestation of Sport Science that can be integrated into character education in early childhood through several sports activities such as; *pencak silat* (martial arts), dance, outbound, and swimming. Shinohara (2016) states that integrity in children can be developed through *pencak silat* (martial arts) education where its implementation consists of four-character values, namely; faithful, integrity, treggings, and responsive. Dance is one of the rhythmic activities sports which aims to increase the sensitivity levels of students towards the rhythms that they hear and provide dance movement experiences in the form of expression (Suharjana, 2010). One of the characters that can be developed in dance activities is the value of being friendly or caring for others which are shown through research results. It is found that students will help their friends to improve their dancing skills when some movements are difficult to do (Wulan et al., 2019). Another character education showed by Yunaida and Rosita (2018) where outbound is used as a character-based learning model that includes independence, cooperation, discipline, respect, courtesy, humility, and honesty. Swimming is one of the activities that is often used to contribute the national character values to students where the values is referred to sportsmanship, self-confidence, honesty, religiousity, and good critical thinking (Sugiarto & Subiyono, 2007). The four sports activities contain characters that are relevant to expectations and goals of 21st-century education that can develop and build students' character in early childhood education.

Recently, the problem that often arises in early childhood education is the assumption that some educators still view children's academic achievement as a reference for the success of learning process and the competencies possessed by the students themselves. A similar issue is previously raised by Hadith (2015) who states that many educators have the perception that the learning process further develops intelligence quotient (IQ) abilities, but lacks of soft skills development contained in emotional intelligence (EQ). It emerges serious problems, especially in early childhood education where there are deviations in the character of sportsmanship as core values in physical education (Rosmi, 2016). The students seem to be more ambitious in pursuing academic achievement, particularly while participating in sports games in physical education. It reflects that the lack of sportsmanship and moral character is a serious problem. Therefore, characters need to be emphasized through sports science in early childhood education.

Although many opinions state that physical education is effective for building and developing character values for students but it still emerges many cons. Lumpkin (2011) argues that character is not built automatically through sports but It is built through consistent and persistent efforts made by teachers, parents, and coaches where sportsmanship and other positive values are applied and displayed directly. Meo (2019) states that sport is one of the media for forming the character values of a nation, but sport also contains competitive values which are considered as a cause of deviant behavior in an individual in which it raises unrest and unwanted impacts on society. Based on that problem, this library research is conducted which aims at describing 21st century character education for Indonesian children through sport science integrated in the form of sport activities, such as; *pencak silat* (martial arts), dance, outbound, and swimming in early childhood education. The results of this study are expected to provide a more positive view of the character education importance through physical education, especially for early childhood, both in the education itself and in social life.

## Research Method

This research method used literature review or also known as library research. Harahap (2014) argues that library research is a data collection technique in which several pieces of literature, books, encyclopedias, dictionaries, journals, and other documents are used as data sources. This research adopted the library research model proposed by Mirshad (2014) which was carried out through four research steps, namely; 1) recording all findings that were relevant to the research problem that was being discussed in which the research problem focused on this discussion was the emphasis of character education in the 21st century for Indonesian children through sports science, precisely on sports activities such as; Pencak silat, dance, outbound, and swimming, 2) integrating all findings in which all findings in this study were theoretical review and empirical review, 3) analyzing all findings sourced from scientific articles, journals, and proceedings, which had both national and international repute, 4) criticizing the findings obtained by providing new ideas to previous statements and convey collaboration related to new findings.

Documentation analysis was used as a data collection technique where data cards were used as research instruments. In using data cards as research instruments, data were recorded by paraphrasing, quoting, and synoptic. The findings were analyzed using the Document Analysis technique proposed by Fraenkel and Wallen (2007) which focused more on analyzing factual content and media features.

## Results and Discussion

This study examined character education in early childhood through four activities, namely: Pencak silat, swimming, dance, and outbound. The four activities were reviewed through several studies that had been conducted considering that character education in early childhood could be strengthened through the application of these four activities in physical education subject. Several characters developed through these activities presented in Table 1.

**Table 1. Characters Obtained in Pencak Silat, Swimming, Dance, and Outbound Sports Activities**

| Activity                             | Character   |
|--------------------------------------|---|
| Martial Arts ( <i>Pencak Silat</i> ) | Faithful, never give up easily, responsive, discipline, motivated, and self-confident (Nuraida, 2016; Rosalina & Nugroho, 2020; Yuningsih et al., 2017) |
| Swimming                             | Courage, self-confident, creative, adaptive, and sensitive (Febrianta, 2016; Hafina and Rusmana, 2019; Susanto, 2012; Sari, 2014; )                     |
| Dance                                | Honesty, cooperative, independent, self-confident, piety, and discipline (Adar et al, 2019; Kristiana, 2017; Rosala et al, 2021)                        |
| Outbound                             | Leadership, cooperative, confident, and honesty (Buchori et al., 2016; Hakim and Kumala, 2016;Yunaida and Rosita, 2018)                                 |



Table 1 for each activity developed different characters in the activities that were conducted. There was a character that always appeared in every activity, namely; self-confident. It showed that each of activity mentioned above made a person to be more confident towards their abilities while participating in sport activities. In addition, the character of cooperating was also seen in several activities, which meant that these activities foster cooperative character in carrying out sport activities.

The four activities were part of sports science. Haff (2020) states that sports science is a multidisciplinary field that refers to the motion development. In addition, Foster (2019) states that sports science is related to an evaluation of athletes' performance. It illustrated that sports science referred to the motion activity itself. In this case, the questioned included *pencak silat* (martial arts), swimming, dance, and outbound. As what has been stated by Foster (2019) that sports science places more emphasis on evaluating motion/sports activities. It is followed by Olu (2017) who argues that through sports activities, children's character can be formed with the guidance from the teacher. In addition, to get useful exercises for students' bodies, they could practice the values contained in the sport activities. Regarding character development, there were still few researchers who examined the values contained in sports activities. Considering that issue, this study focused more on research studies that discussed the values contained in four-sport activities, such as; *pencak silat* (martial arts), swimming, dance, and outbound.

*Pencak silat* or also known as martial arts is a sport activity that involves physical activity. In addition, this activity is also related to mental. This mentality is related to self-confident. It can be realized considering that the activity involves someone appearing in doing exercises (Yuningsih et al., 2017). Rosalina and Nugroho (2020) add that *Pencak silat* activities have a high influence on self-confident and motivation. Various aspects can be achieved in the context of character education through *Pencak silat*, namely in the aspect of spiritual mental development (love for God Almighty), on the aspect of developing arts and culture (love of the homeland), then on the aspect of self-defense development (using one's skills only in goodness), and on the aspect of sports development (upholding sportsmanship) (Roichatul & Khikmah, 2018). In addition, Nuraida (2016) mentions several character terms in *Pencak silat* activities, namely; faithfulness, toughness, treggings, responsiveness, and discipline. Faithfulness is related to the religious values develop in society. Strong character is related to the nature of not giving up easily. This character encourages someone to complete what is done. Furthermore, the treggings character involves skills in carrying out an activity. Then, the responsive character relates to a responsible attitude in carrying out an activity. The last character is disciplined attitude. The characters mentioned above can develop through activities in performing *Pencak silat* sports activities. This is because *pencak silat* contains an attitude that is reflected in the position of the movement performed (Widiastuti et al., 2020)

Swimming is an activity related to water activities. In addition to train the physical condition of swimming activities, this activity also provides experiences related to characters. Susanto (2012) shows that aquatic learning (swimming) can develop the character of courage and self-confident. Hafina and Rusmana (2019) add that water games provide an experience for children to develop themselves creatively and also increase sensitivity to surrounding activities. Sari (2014) argues that water activities provide support to children for increasing their self-confidence. This activity provides opportunities for introvert children to improve their interaction skills which can impact their self-confidence. Febrianta (2016) also adds that swimming has benefits in improving children's character, namely training children's confidence and courage. This is reinforced by Ardha et al. (2020) who show that swimming

activities can foster discipline, honesty, independence, taking risks, and hard workers. Character development is obtained from swimming exercises that are carried out continuously. Febrianta (2016) emphasizes that children who like swimming can make children adjust more quickly.

Dance activities involve the movement of a person's body in which it has character values because dance is underlined by cultural and moral values develop in society. Kristiana (2017) points out that dance, especially Reyog Ponorogo, can increase five-character values, namely; politeness, cooperation, independence, discipline, and piety. These values are obtained from the moral message conveyed in the dance art. Adar et al (2019) add that dance consisted of honest characters can be seen from the quality of the work done by students. Furthermore, Rosala et al (2021) in their study also found that dance activities can foster Tri-Sila values that lead them to be an individual who can work together. The values contained in the Kemudai dance are displayed in the form of dance movements. This is in line with Supeni and Harini (2021) who state that body movements symbolize values/character in the art of dance.

The last activity is outbound. This activity is an open activity carried out as a student experience. Hakim and Kumala (2016) state that outbound activities give children the ability of working together. As a joint activity, they can develop the character to be able to work together with other people. In addition, this activity also directs children to have leadership characters where children have experience in leading a game or challenge in this activity. On another side, Yunaida and Rosita (2018) show that children have self-confidence through this activity. Not only having self-confidence, but outbound activities also foster a sense of honesty in children (Buchori et al., 2016). It is relevant to the active involvement of children in outbound activities. Outbound activities are a means of increasing character values as well as a place for children to express their emotions.

Based on the results of previous studies, it can be seen that the four activities such as; *pencak silat* (martial arts), swimming, dance, and outbound which are the forms of the sports science application through physical education in early childhood that can emphasize character values. Generally, the implementation of these activities contains character values as follows; faithful, never give up easily, responsible, discipline, motivated, self-confident, courage, leadership, cooperative, independent, and honest. These character values are the basis for creating sportsmanship in physical education. It is supported by Nuryanti (2003) who states that there are basic ethical values shape sportsmanship as the main noble value of physical education, namely; responsible, discipline, honest, high commitment, respect, and respect. Therefore, the integration of *pencak silat* (martial arts), swimming, dance, and outbound can deal with the problem of lack sportsmanship in physical education in early childhood as a form of 21st-century character education through sports science.

## Conclusion

The conclusion obtained from this research is that *pencak silat*, swimming, dance, and outbound activities are sport science activities which can increase the growth and development of character values in early childhood. *Pencak silat* (martial arts) cultivates the character of piety, never give up easily, responsibility, discipline, motivation, and self-confidence. Swimming can cultivate the values of courage, confidence, creativity, adaptation, and sensitivity. The art of dance increases the values of honesty, cooperation, independence, self-confidence, piety, and discipline. Outbound fosters the values of leadership, cooperation, confidence, and honesty. These values are obtained from the reflection of the activities involved in each of these activities.



## Recommendation

This study recommendation teachers, particularly those who support sports/art activities to foster student character through activities that can be designed in sports/art activities and assess students' performance abilities. Moreover, for parents, always provide opportunities for their children to participate in *pencak silat* (martial arts), swimming, dance, and outbound activities. Parents are also expected to always accompany the activities carried out by children to help develop character values from an early age. Lastly, other researchers are supposed to discuss the factors that affect the formation of characters that have not been discussed in this study.

## References

- Adar, WONA, Hanafi, H., & Ili, L. (2019). Developing the character of early childhood through learning the art of dance at Kartika xx-46 Kendari Kindergarten. *Journal of Learning Arts and Culture*, 4(2), 49–53.
- Ardha, MA Al, Adhe, KR, & Yang, CB (2020). Swimming and character development in early childhood education. *Advances in Social Science, Education and Humanities Research*, 454(ECEP 2019), 177–181. <https://doi.org/10.2991/assehr.k.200808035>
- Bakhtiar, S. (2016). The identity of physical education: its relation to sports science. *National Seminar on the Role of Physical Education in Supporting Interdisciplinary Sports Science*, 1, 1–8.
- Buchori, S., Ibrahim, M., & Saman, A. (2016). The effect of character education training through outbound training to increase honesty and integrity. *Journal of Educational Psychology and Counseling: Journal of Educational Psychology Studies and Counseling Guidance*, 2(1), 12. <https://doi.org/10.26858/jpkk.v2i1.2089>
- Budimansyah. (2010). *Strengthening civic education to build national character*. Widya Aksara Press.
- Febrianta, Y. (2016). Alternatives to develop gross motor skills of early childhood with aquatic activities (swimming). *Al Athfal: Journal of Children's Education*, 2(2), 85–95.
- Fraenkel, J., & Wallen, E. (2007). *How to Design and Evaluate Research in Education*. McGraw Hill.
- Gunawan, R. (2017). The role of character education for early childhood in early childhood education programs in happy kids Bogor Indonesia. 1st Yogyakarta International Conference on Educational Management/Administration and Pedagogy (YICEMAP 2017), 66, 23–26. <https://doi.org/10.2991/yicemap-17.2017.5>
- Hadisi, L. (2015). Character education in early childhood. *Journal of Al-Ta'did*, 8(2), 50–69. <http://repository.iq.ac.id/handle/123456789/228>
- Hafina, AN, & Rusmana, N. (2019). Aquatic learning approach for improving early childhood basic attitude. *Journal of Physical Education and Sport*, 4(1), 86–91.
- Hakim, A., & Kumala, F. (2016). Character development through outbound activities. *Journal of Social Morals*, 1(2), 173–182.
- Harahap, N. (2014). *Library Research*.
- Khaironi, M. (2017). Early childhood character education. *Hamzanwadi University Golden Age Journal*, 01(2), 82–89.
- Kristiana, D. (2017). Increasing the character values of early childhood through the art of reyog ponorogo. *INDRIA Journal (Scientific Journal of Preschool And Early School Education)*, 2(1), 12–27. <https://doi.org/10.24269/jin.v2n1.2017.pp12-27>

- Lumpkin, A. (2011). Building character through sports. *Strategies*, 24(6), 13–15. <https://doi.org/10.1080/08924562.2011.10590956>
- Meo, M. (2019). Physical education, sports, and health in shaping character values. *Scientific Journal of Bakti Citra Education*, 6(2), 167–176. <https://doi.org/10.5281/zenodo.3551964>
- Mirshad, Z. (2014). Al-Ghaza and Abraham Maslow's model of thinking about the consumption motivation model.
- Nuraida, N. (2016). Development of character values through Pencak silat education for early childhood (a case study at the Paguron Pencak Silat Galura Panglipur Bandung). *Tunas Siliwangi*, 2(1), 59–77. <https://doi.org/10.1252/kakoronbunshu.5.275>
- Olu, DB (2017). Development of character strategies by coaches for university athletes in the niger delta region of Nigeria. *IOSR Journal of Sports and Physical Education*, 04(02), 19–27. <https://doi.org/10.9790/6737-04021927>
- Prasetio, PA, Yuniarti, Y., & Nugraha, FF (2019). The implementation of physical education, sport, and health learning through sports games in building primary students' characters. *primary - Journal of Primary Education*, 3(1), 1. <https://doi.org/10.22460/pej.v3i1.1222>
- Roichatul, J., & Khikmah, AN (2018). Implementation of the noble values of Pencak silat culture as character education for students in schools. *Proceedings of the National Education Conference*, 141–146.
- Rosala, D., Masunah, J., Narawati, T., Karyono, T., & Sunaryo, A. (2021). Internalization of tri-Silas values through children's dance learning based on local culture. *Journal of Obsession: Journal of Early Childhood Education*, 5(2), 1973–1986. <https://doi.org/10.31004/obsesi.v5i2.1087>
- Rosalina, M., & Nugroho, WA (2020). Analysis of the level of self-confidence and motivation of Pencak silat in the Popda of Cirebon City in 2018. *Window Sport*, 5(2), 141–149. <https://doi.org/10.26877/jo.v5i2.6075>
- Rosmi, YF (2016). Physical education and character development of elementary school students. *Rides*, 66(1), 55–61. <https://doi.org/10.36456/wahana.v66i1.482>
- Sari, M. (2014). Improved kinesthetic intelligence through water play activities. *Journal of Early Childhood Education*, 8(1), 373–382.
- Shinohara, H. (2016). Development of character values through Pencak silat education for early childhood (a case study at the gala Pencak silat school in Penglipur Bandung). *Tunas Siliwangi*, 2(1), 275–280. <https://doi.org/10.1252/kakoronbunshu.5.275>
- Sholekah, FF (2020). Character education in 2013. *Childhood Education: Journal of Early Childhood Education*, 1(1), 1–6.
- Sintia, N., Kuswanto, CW, & Meriyati, M. (2019). Improving the social skills of early childhood with the outbound model. *Journal of CARE (Children Advisory Research and Education)*, 6(2), 1–10. <http://e-journal.unipma.ac.id/index.php/JPAUD/article/download/3939/2034>
- Sugiarto, & Subiyono, HS (2007). Development of a national character-based swimming teaching model. *Focaal*, 2005(45), 3–17. <https://doi.org/10.3167/092012905780909289>
- Suharjana, F. (2010). Rhythmic activity in physical education in elementary school. *Indonesian Physical Education*, 7(2), 1–16.
- Supeni, S., & Harini, S. (2021). Internalizing character education through Japanese traditional dance to realize child-friendly school. *Journal of Civics: Citizenship Studies Media*, 18(1), 61–69. <https://doi.org/10.21831/jc.v18i1.38452>





- Susanto, E. (2012). The aquatic learning model for preschool students. *Journal of Physical Education and Sports*, 1(1), 37–47.
- Widiastuti, Iman Sulaiman, & Salam, S. (2020). Increasing single skills in the empty raw hands through audiovisual media. *International Journal of Engineering Technologies and Management Research*, 6(8), 48–56. <https://doi.org/10.29121/ijetmr.v6.i8.2019.439>
- Wulan, N., Wakhyudin, H., & Rahmawati, I. (2019). Dance extracurricular in shaping student-friendly character values. *Indonesian Values and Character Education Journal*, 2(1), 28. <https://doi.org/10.23887/ivcej.v2i1.17926>
- Yunaida, H., & Rosita, T. (2018). Character-based outbound as a medium for early childhood learning (a case study at Kindergarten Aisyiyah 6, Bandung). *Comm-Edu*, 1(1), 30–37.
- Yuniarni, D. (2012). Character education in early childhood. *Journal of Educational Science Vision*, 7(1), 129–138. <https://doi.org/10.26418/jvip.v7i1.333>
- Yuningsih, Y., Gustiana, E., & Mayasarokh, M. (2017). Improve children's gross motor skills through Pencak silat Tapak Suci. *PAUD Pelita Journal*, 2(1), 77–90.