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## The Role of Sport Education in Shaping Students Character, Discipline, and Mental Health

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**Abstract:** Literature Review The Role of Sport Education in Shaping Character, Discipline, and Mental Health is a scientific article with the aim of analyzing whether sport education plays a role in shaping character, discipline, and mental health. A qualitative approach method with a literature review method to explore and analyze the relationship between character, discipline, mental health and sport education. The results of this article are: 1) Sport Education plays a role in improving character, 2) Sport Education plays a role in improving discipline, 3) Sport Education plays a role in improving mental health. Apart from these 3 exogenous variables that affect the endogenous variables of Sport Education, there are many other factors including the quality of education, teacher competence, and teacher leadership.

**Keyword:** Sport Education, Character, Discipline, Mental Health.

### INTRODUCTION

Physical education plays a strategic role in shaping the character, discipline, and mental health of students. One of the effective approaches in achieving this goal is through the Sport Education model. This model not only focuses on the development of physical skills, but also emphasizes values such as cooperation, responsibility, and sportsmanship, which are essential in the formation of student character.

Study research by Syafruddin et al. (2022) revealed that physical education and sports have a significant contribution to the formation of the nation's character, by emphasizing the development of the psychological and social aspects of students. In addition, Gunadi (2018) highlights the importance of sports and physical education in shaping students' character, which can improve their discipline and mental health.

Through the Sport Education approach, students are invited to be actively involved in the learning process that emphasizes affective and social aspects. This engagement not only improves physical skills, but also forms positive attitudes such as discipline, responsibility, and the ability to manage emotions, which contribute to their mental health. This article aims to examine in depth the role of Sport Education in shaping character, improving discipline, and strengthening the mental health of students. With a better

understanding of the application of this model, it is hoped that it can make a positive contribution to the development of physical education in Indonesia.

This study has the objective of finding out whether Character, Discipline and Mental Health play a role in Sport Education. Based on the reference of the problems that have been explained earlier. Questions for scientific literature review articles are as follows:

1. Does Sport Education play a role in shaping Character?
2. Does Sport Education play a role in shaping Discipline?
3. Does Sport Education play a role in shaping Mental Health?

## **METHOD**

This study uses a descriptive qualitative approach with a literature study method. This approach was chosen to explore a deep understanding of the application of the Sport Education model in physical education and its impact on the formation of character, discipline, and mental health of students.

## **RESULTS AND DISCUSSION**

### **Results**

The results of this article based on the background of the problem, objectives and methods are as follows:

#### **Sport Education**

The Sport Education (SE) model is a learning approach in physical education that is designed to mimic the structure and culture of real sports. The main goal of this model is to increase student involvement in physical activity and form positive values such as cooperation, responsibility, and sportsmanship. In the context of physical education, SE is used as a means to develop motor skills, physical abilities, knowledge, and reasoning, as well as students' mental and social attitudes. Sports education can shape the character of elementary school students. Through sports education, students can be taught values such as honesty, responsibility, respect, fair play, hard work, friendship, teamwork, and never giving up. These values contribute to the formation of students' character, which is in line with the principles of Sport Education. (Musa et al., 2020).

The dimensions of Sport Education according to (Ginanjari, A., 2019) in his research there are 2 dimensions, namely: 1) Cognitive dimension, Sport Education can increase students' physical and competitive activities, as well as develop fundamental skills through a structured approach. The cognitive dimension in Sport Education includes the development of students' knowledge and understanding of strategies, rules, and techniques in sport. ; 2) The affective dimension, in Sport Education involves aspects of students' feelings, motivations, and attitudes towards physical activities and sports. This study shows the importance of the affective dimension in increasing student engagement and positive experiences in sports learning.

Sport Education has been extensively researched by previous researchers, including: (Silvia, R., 2024), (Akbar, M., Ali, H., & Mahaputra, M. R., 2023), (Musa et al., 2020), (Ginanjari, A., 2019).

#### **Character**

In the study (Silvia, R., 2024) Warsono et al quoted Jack Corley and Thomas Phillip in Samani and Haryono who stated that character can be defined as the attitude and behavior of each individual that can facilitate moral actions. Character can be interpreted as a way of thinking and behaving for each individual to live and socialize, both in the family, school, community or country. Individuals with good character are individuals who can make decisions and are ready to take responsibility for the consequences of their decisions. Character as the whole of psychic behavior is the result of the influence of endogenous

(genetic) and exogenous (environmental) factors, which are imprinted in individuals and distinguish individuals from each other. Good character is manifested in good habits and virtues in daily life, such as good thoughts, good hearts, and good behavior. Character emanates from the inside (inside-out), done on one's own awareness and will, not on request or pressure from others. (Tyas, E. H., 2017).

In his article (Rismayanthi, 2011) identifies character dimensions that can be developed through physical education, sports, and health in elementary schools, including: 1) Discipline: Following the rules of the game and training schedule; 2) Cooperation: Work together in a team and respect each other's roles. ; 3) Responsibility: Assume responsibility for duties and roles in sports activities; 4) Honesty: Be honest in every aspect of the game and practice; 5) Respect Others: Respect opponents, coaches, and teammates.

Characters have been extensively researched by previous researchers, including: (Silviah, R., 2024), (Purwanto, S., Susanto, E., & Pahalawidi, C., 2014), (Rismayanthi, 2011), (Tyas, E. H., 2017).

### **Discipline**

In the journal *Journal of Education and Social Science Management* (Septirahmah & Hilmawan, 2020), discipline is defined as individual obedience in respecting and implementing a system that requires a person to submit to applicable decisions, orders, and regulations. Discipline is seen as an attitude of obeying the rules and regulations that have been set selflessly. In the journal *Journal of Physical Education and Sports* (Ermadinoto et al., 2016) it is explained that discipline in physical education learning can be seen from the attitude of students who obey the rules and instructions given by the teacher, as well as consistency in participating in learning activities.

There is a dimension of discipline in the book (Mahendra, & Jabar., 2021) in the context of sports education, discipline can be seen from several dimensions, including: 1) Time dimension: Managing time well, including timely arrival and efficient use of time; 2) Dimension of rules: Comply with the rules set in sports activities; 3) Dimension of participation: Actively participate in every activity held; 4) Dimension of responsibility: Assume responsibility for the assigned tasks and roles.

Discipline has been extensively researched by previous researchers, including: (Silviah, R., 2024), (Ali, H., 2015), (Suharyono, S., & Ali, H., 2017), (Safrijal, S., Basyah, M. N., & Ali, H., 2016).

### **Mental Health**

In (Priambodo et al., 2022) highlighted the importance of PJOK teachers in maintaining the mental health of students, especially during distance learning. They suggest the use of early detection instruments of psychiatric disorders and dynamic group activities to improve adolescent mental health. In (Balqis et al., 2024) states that physical education plays an important role in the physical and mental development of individuals. They revealed that physical activity can improve physical fitness and mental health, and mental health exercises affect sports performance.

Based on research by (Ilhamuddin et al., 2022), mental health indicators that can be developed through sports education include: 1) Anxiety: The level of worry or tension that the individual feels; 2) Stress: Mental stress that can affect an individual's well-being; 3) Depression: Prolonged feelings of sadness or loss of interest. ; 4) Psychological well-being: A healthy and balanced mental state; 5) Social skills: The ability to interact and communicate with others.

Mental Health has been extensively researched by researchers before, including: (Ilhamuddin, M. et al., 2022), (Setiawan, D., & Soraya, I. M., 2020), (Balqis, S. Z., et al., 2024), (Sunardi, J., 2020), (Karim, N. N. F., & Hambali, B., 2024).

### **Discussion**

**a) Sport Education in Character Formation**

The Sport Education learning model has been proven to have a significant contribution in shaping the character of students. According to research by Al Muhasibi et al. (2024), it shows that physical education and sports in general can be a means of shaping students' character. Physical education is designed to effectively provide a learning experience that integrates moral and social values in physical activity. Sports activities that are competitive but still uphold fair play, respect for rules, and respect for each other become a real and contextual character learning process in students' daily lives.

In addition, Sukiri et al. (2020) stated that the Sport Education approach is also able to increase students' confidence and self-empowerment. This model trains students to make decisions, work in teams, and deal with pressure, which directly forms a resilient and independent character. Characters like this are needed in the process of education and social life. Therefore, the application of the Sport Education approach not only improves sports competence, but also has a positive impact on the formation of students' character as a whole.

This research is in line with research conducted by: (Silvia, R., 2024), (Purwanto, S., Susanto, E., & Pahlawidi, C., 2014), (Rismayanthi, 2011), (Tyas, E. H., 2017).

**b) Sport Education in forming Discipline**

Research by Priambodo et al. (2022) shows that the application of the Sport Education approach in physical education learning can improve student discipline, especially in terms of punctuality, regularity in participating in activities, and willingness to receive direction from teachers. Students involved in this approach are expected to adhere to the rules that have been set, both in terms of timing, game rules, and attitudes in competing. Sport Education teaches students to not only discipline in sports, but also in their daily lives.

Sukiri et al. (2020) also highlight the importance of Sport Education in improving discipline, by giving responsibility to each team member to carry out their role consistently. This model provides an opportunity for students to feel the impact of indiscipline, such as not complying with instructions or not showing up on time. This makes students more aware of the importance of discipline in achieving goals, both in sports and in their social lives. This approach also develops an attitude of responsibility, which is an integral part of the discipline itself.

This research is in line with research conducted by: (Silvia, R., 2024), (Ali, H., 2015), (Suharyono, S., & Ali, H., 2017), (Safrijal, S., Basyah, M. N., & Ali, H., 2016).

**c) Sport Education in shaping Mental Health**

Research by Balqis et al. (2024) shows that the application of the Sport Education model in physical education can have a positive impact on students' mental health. Through structured sports activities that involve active participation in teams, students feel more socially connected, which contributes to improved mood and reduced stress. In addition, participation in fun and challenging sports activities helps students to manage anxiety and depression, as well as improve their psychological well-being. This model provides opportunities for students to feel valued in the team, which increases their confidence and happiness.

Saufi et al. (2024) also noted that Sport Education can improve the mental health condition of students by introducing fun physical activities and increasing a sense of self-control. Regular exercise activities through this approach help reduce anxiety levels and improve students' sleep quality. Furthermore, group sports activities that prioritize teamwork and effective communication can reduce feelings of isolation, which is often a trigger for mental disorders among adolescents.

This research is in line with research conducted by: (Ilhamuddin, M. et al., 2022), (Setiawan, D., & Soraya, I. M., 2020), (Balqis, S. Z., et al., 2024), (Sunardi, J., 2020), (Karim, N. N. F., & Hambali, B., 2024).

## CONCEPTUAL FRAMEWORK

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, the framework of thinking of the article was obtained as below.

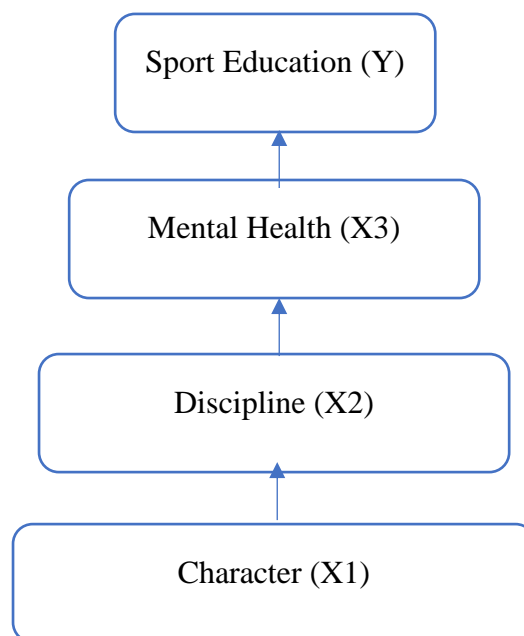


Figure 1. Conceptual Framework

And there are many other factors that affect Sport Education (Y), including:

- a) Quality of Education: (Paramita, A., Ali, H., & Dwikoco, F., 2022), (Silvia, R., 2024), (Hernikasari, I., Ali, H., & Hadita, H., 2022), (Patilima, S., 2022), (Raharjo, S. B., 2012).
- b) Teacher Competence : (Ali, H., Susanto, P. C., & Saputra, F., 2024), (Silvia, R., 2024), (Muhajirin, A., Purnamasasi, I. O., Rony, Z. T., & Ali, H., 2024), (Rohman, H., 2020).
- c) Teacher Leadership: (Ali, H., 2016), (Silvia, R., 2024), (Nasution, W. N., 2016), (Yanti, S., 2019).

## CONCLUSION

This study aims to find out whether sport education plays a role in improving character, discipline, and mental health. Based on the questions of the article, conclusions can be drawn from this study, which are as follows: 1) Sport Education plays a role in improving character, 2) Sport Education plays a role in improving discipline, 3) Sport Education plays a role in improving mental health.

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