



## Factors Influencing Sport Education in Character Formation and Students' Mental Health

**Reni Silviah<sup>1</sup>**

<sup>1</sup>Faculty of Economics and Business, Universitas Bhayangkara Jakarta Raya, Indonesia,  
[renisilviah5@gmail.com](mailto:renisilviah5@gmail.com)

Corresponding Author: [renisilviah5@gmail.com](mailto:renisilviah5@gmail.com)<sup>1</sup>

**Abstract:** Literature Reviews Factors that influence sport education in character building, and mental health is a scientific article with the aim of analyzing whether sport education influences character building, and mental health. Qualitative approach method with literature review method to explore and analyze the relationship between character, mental health and sports education. The results of this article are: 1) Sport Education influences character building, 2) Sport Education influences improving mental health. Apart from these 2 exogenous variables that influence the endogenous variable Sport Education, there are many other factors including the quality of education, teacher competence, teacher leadership.

**Keywords:** Sport Education, Character Formation, Mental Health.

### INTRODUCTION

Education essentially aims to develop the potential of students comprehensively, both from cognitive, effective, and psychomotor aspects. In this context, physical education and sports (Sport Education) play a very important role, not only as a means of physical development, but also as a medium for character formation. character and maintenance health mentally student. Draft Sport Education developed as a learning model that places students in an experience that resembles the structure of real sports activities, where they are actively involved as players, coaches, referees, and match organizers. This model is designed to instill values such as sportsmanship, responsibility, cooperation, and the ability to lead and appreciate differences.

In the modern era marked by increasing academic pressure, social media exposure, and various other social dynamics, mental health has become an important issue among students. Various studies show that exercise has an important role in improving students' psychological well-being. Regular sports activities can reduce stress levels, increase self-confidence, and improve mood. More from that, social interaction that happened in activity Sports can also build empathy, reduce social anxiety, and improve students' social skills.

However, the effectiveness of Sport Education in shaping character and maintaining mental health does not happen automatically. Various factors influence the success of implementation. this model in the environment school. Factors include competence and pedagogical approach of physical education teachers, availability of facilities and

infrastructure, support from the family environment, school policies that support sports activities, and the psychosocial conditions of the students themselves. The absence of one of these factors can hinder the achievement of the goals of Sport Education optimally.

Therefore, it is important to examine in depth what factors play a role in the successful implementation of Sport Education in character building and students' mental health. By understanding the influencing elements, educational institutions can design more effective policies and implementation strategies. right on target. This study It is also expected to be able to provide recommendation practical for teachers, parents, and policy makers in optimizing the potential of Sport Education as an instrument of humanistic and inclusive character education.

This article aims to identify and analyze the main factors that influence the implementation of Sport Education in the context of character building and students' mental health. With a deeper understanding of these factors, it is hoped that more effective sports learning strategies can be developed that are in accordance with students' needs.

This study aims to determine whether Character Formation and Mental Health influence Sport Education. Based on references from the problems that have been explained previously. The questions of the scientific article literature review are as follows:

1. Whether Sports Education influential in to form Character?
2. Whether Sports Education influential in increase Health Mentally?

## **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 character formation 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 the model is to increase the involvement of students in physical activity and form positive values such as cooperation, responsibility, and sportsmanship. In the context of physical education, SE is used 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 like honesty, responsibility, respect, fair play, hard work, friendship, teamwork, and never give up. These values contribute to the formation of students' character, which is in line with the principles of Sport Education. (Musa et al., 2020).

Dimensions – dimensions Sport Education according to (Ginanjar, A., 2019) in the research has 2 dimensions, namely: 1) Dimension cognitive, Sport Education can improve students' physical and competitive activities and 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 sports.; 2) The affective dimension, in Sport Education involves aspects of students' feelings, motivation, and attitudes towards physical activity and sports. This study shows the importance of the affective dimension in increasing students' involvement and positive experiences in sports learning.

Sport Education has been widely studied by previous researchers, including: (Silviah, R., 2024), (Akbar, M., Ali, H., & Mahaputra, MR, 2023), (Musa et al., 2020), (Ginanjar, A., 2019).

## **Character**

In study (Silvia, R., 2024) Warsono et al. quoted Jack Corley and Thomas Phillip in Samani and Haryono stated that character can be defined as attitudes and behavior of everyone that can facilitate moral action. Character can be interpreted as a way of thinking and behaving for everyone to live and socialize, whether in the family, school, community or country. Individuals with good character are individuals who can make decisions and are ready to be responsible for the consequences of their decisions. Character as the integrity of all psychic behavior resulting from the influence of endogenous (genetic) and exogenous (environmental) factors, which are embedded in the individual and distinguish one individual from another. Good character is manifested in good habits and virtues in everyday life, such as good thoughts, good hearts, and good behavior. Character radiates from within (inside-out), carried out consciously and own will, not on request or pressure from other people. (Tyas, EH, 2017).

In his article (Rismayanthi, 2011) identified the dimensions of character 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: Working together in a team and respecting each other's roles; 3) Responsibility: Taking responsibility for tasks and roles in sports activities; 4) Honesty: Being honest in every aspect of the game and training; 5) Respecting Others: Respecting opponents, coaches, and teammates.

Character has been widely studied by previous researchers, including: (Silvia, R., 2024), (Purwanto, S., Susanto, E., & Pahawidi, C., 2014), (Rismayanthi, 2011), (Tyas, EH, 2017).

## **Health Mental**

In (Priambodo et al., 2022) highlighted the importance of PJOK teachers in maintaining the mental health of students, especially during distance learning. They suggested the use of early detection instruments for mental disorders and dynamic group activities to improve adolescent mental health. In (Balqis et al., 2024) stated 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 training affects sports performance.

Based on research by (Ilhamuddin et al., 2022), mental health indicators that can be developed through sports education include: 1) Anxiety: Level of worry or the tension felt by the individual; 2) Stress: Mental pressure which can affect individual welfare; 3) Depression: Feelings sad or prolonged 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 widely studied by previous researchers, including: (Ilhamuddin, M. et al., 2022), (Setiawan, D., & Soraya, I. M., 2020), (Balqis, S. Z., et al., 2024), (Sunardi, J., 2020), (Karim, NN F., & Hambali, B., 2024).

## **Discussion**

### **a) Sport Education in to form Character**

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

In addition, Sukiri et al. (2020) stated that the Sport Education approach can also increase students' self-confidence and self-empowerment. This model trains students to make decisions, work in teams, and face pressure, which directly forms a strong and independent character. This kind of character is very much 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: (Silviah, R., 2024), (Purwanto, S., Susanto, E., & Pahalawidi, C., 2014), (Rismayanthi, 2011), (Tyas, EH, 2017).

#### **b) Sport Education in increase Health Mental**

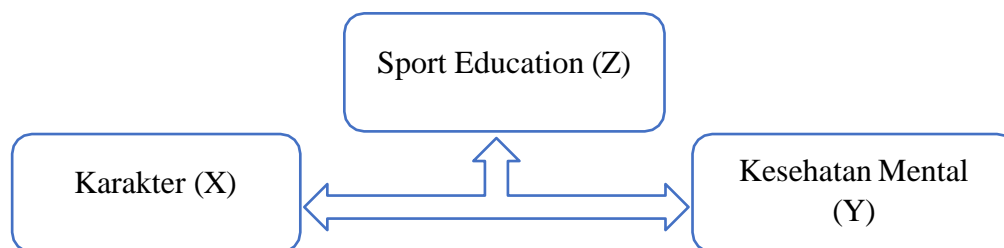
Research by Balqis et al. (2024) shows that the application of the model Sport Education in physical education can have a positive impact towards mental health students. Through structured sports activities that involve active participation in teams, students feel more socially connected, which contributes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

Saufi et al. (2024) also noted that Sport Education can improve the mental health of students by introducing fun physical activities and increasing their sense of control. themselves. Sports activities carried out routinely through this approach help reduce anxiety levels and improve students' sleep quality. Furthermore, sports activities in groups that Promoting teamwork and effective communication can reduce feelings of isolation, which are often triggers for mental disorders among adolescents.

This research is in line with research conducted by: (Ilhamuddin, M. et al., 2022), (Setiawan, D., & Soraya, IM, 2020), (Balqis, SZ, et al., 2024), (Sunardi, J., 2020), (Karim, NNF, & 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 for thinking in this article is obtained as below.



**Figure 1. Conceptual Framework**

And still many factors other which influence Sport Education (Z) that is among them:

- a) Quality of Education: (Paramita, A., Ali, H., & Dwikoco, F., 2022), (Silviah, R., 2024), (Hernikasari, I., Ali, H., & Hadita, H., 2022), (Patilima, S., 2022), (Raharjo, SB, 2012).
- b) Teacher Competence: (Ali, H., Susanto, PC, & Saputra, F., 2024), (Silviah, R., 2024), (Muhajirin, A., Purnamasasi, IO, Rony, ZT, & Ali, H., 2024), (Rohman, H., 2020).
- c) Teacher Leadership: (Ali, H., 2016), (Silviah, R., 2024), (Nasution, WN, 2016), (Yanti, S., 2019).

### **CONCLUSION**

This study aims to determine whether sports education plays a role in improving character, discipline, and mental health. Based on the article's questions, can withdraw conclusion from study This is as follows: 1) Sport Education influences character formation, 2) Sport Education influences improving mental health.

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