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The Role of Counseling Guidance in Optimizing the Effectiveness of Sport Education for Character Formation of Students

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Abstract: The literature review on the role of counseling guidance in optimizing the effectiveness of sports education for the character development of students is a scientific article aimed at analyzing whether character formation is influenced by counseling guidance and sports education. The method used is a qualitative approach with descriptive study type (literature review) to explore and analyze the relationship between counseling guidance, sports education, and character development. The results of this article are: 1) Counseling guidance plays a role in character formation, 2) Sports education plays a role in character formation. In addition to these two exogenous variables that influence the endogenous variable of character formation, there are many other factors including the quality of education, discipline, physical activity, and leadership.

Keyword: Counseling Guidance, Sport Education, Character Formation.

INTRODUCTION

Character building for students is one of the main priorities in the national education system. Strong characters such as discipline, responsibility, cooperation, and sportsmanship are very important to form a young generation that is able to face global challenges. Therefore, education is no longer only focused on cognitive aspects but must also emphasize the development of affective and psychomotor aspects that are integrated in the learning process (Ministry of Education and Culture, 2017).

One of the strategic vehicles in character building is sports education. Through physical activities and games that involve social interaction and the application of rules, students can learn various character values contextually and directly. Studies show that sports activities can improve discipline, sense of responsibility, and the ability to work together (Putra & Hidayat, 2019). However, the success of sports education in shaping character is greatly influenced by the pedagogical approach used and support from other elements in the educational environment.

In this case, guidance and counseling (BK) plays an important role as an educational support service that aims to help students understand themselves, overcome problems, and develop their potential optimally. School counselors are not only tasked with handling

psychosocial problems but also play a role in helping students internalize character values obtained through various subjects, including sports. (Suryadi & Puspitasari, 2020).

Collaboration between physical education teachers and school counselors can create an environment that supports the development of students' character more comprehensively. For example, counselors can facilitate reflection sessions or group counseling after sports activities to explore values such as fair play, empathy, and leadership that emerged during the activity. With this approach, students not only experience sports activities as physical activities, but also as a process of learning life values.

However, there are still challenges in integrating BK services with sports learning, especially related to the lack of synergy between educators and the suboptimal understanding of the role of BK in supporting character education through non-academic activities. Therefore, this article aims to examine in depth how the role of counseling guidance can optimize the effectiveness of sports education as a means of character formation for students. This study is important to encourage more integrated educational practices that are oriented towards character development as a whole.

This study aims to determine whether counseling guidance and sports education play a role in character formation. Based on references from the problems that have been explained previously. The questions of the scientific article literature review are as follows:

1. Does counseling guidance play a role in optimizing the effectiveness of character formation?
2. Does sports education play a role in optimizing the effectiveness of character formation?

METHOD

This study uses a qualitative approach with a descriptive study type. This approach was chosen because the study aims to deeply understand the role of counseling guidance in supporting the effectiveness of sports education in the formation of student character through the process of interaction, experience, and meaning that occurs in the school environment.

RESULTS AND DISCUSSION

Results

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

Character Formation

In the study (Silviah, 2024) explains that character formation is an important thing to implement in schools. Because character education is a cornerstone in every subject and can be a determining factor for students to become human beings. The growth and development of good character education can be an encouragement for students to do positive things and have the right goals in life. Character is a person's inner and moral quality that is reflected in their daily mindset, attitude, and actions. Character education aims to shape students into individuals who have integrity, responsibility, hard work, empathy, and love for their country. Lickona (2018) states that character is not something that is inherited biologically, but is formed through experience, learning, and the social environment. Therefore, character formation must be an inseparable part of the education process in schools. Character formation is a systematic process that aims to instill moral values, ethics, and virtues in individuals so that they become noble and responsible human beings.

According to (Setiawati, 2015), character is formed through habits and positive behavioral habits that are continuously carried out until they become part of a person. This is in line with the opinion of Normawati and Hasriana (2021), who stated that character education is a system that involves knowledge, awareness, willingness, and action to

implement moral values in everyday life. They emphasized that character is not only an aspect of knowledge, but also concerns the affective and psychomotor aspects that are integrated into the real behavior of students.

Muchtar and Suryani (2022) stated that character education needs to be adjusted to the cultural values of the nation that shape individual personalities through three main aspects: cognitive, affective, and action. In the context of education, character formation can be carried out through various strategies such as role models, habits, and integration of values in all learning activities. Sari et al. (2025) added that values such as honesty, discipline, responsibility, and cooperation must be instilled consistently through a supportive school environment. Thus, character formation is not only the responsibility of certain subject teachers, but is the responsibility of the entire education ecosystem in forming a generation with integrity and morals.

Character formation has been widely studied by previous researchers, including: (Ali, H., 2017), (Silviah, 2024), (Yunarti, 2017), (Fatmah, 2018), (Ainiyah, 2013), (Musa et al., 2022), (Sitepu, I. D., 2017), (Utama, A. M. B., 2020), (Desanti, L. A., 2022), (Mardianto et al., 2024).

Counseling Guidance

More broadly, guidance and counseling include preventive, curative, and self-development efforts through various approaches and services, including individual, group, and family or career counseling. Djumhur & Moh. Surya (in a study on the BK approach and model, 2023) emphasized that BK is a process of providing continuous and systematic assistance to individuals to solve the problems they face, have the ability to understand themselves (self-understanding), accept themselves (self-acceptance), direct themselves (self-direction) and realize themselves (self-realization) according to their abilities in achieving adjustment to the environment. This approach emphasizes three main objectives of BK services: 1) helping individuals recognize and accept themselves; 2) directing their life choices and actions; 3) and realizing potential to achieve optimal adjustment to the social and school environment.

(Silviah, 2024) stated that guidance and counseling are assistance services for students, both individually and in groups to be independent and develop optimally, in personal guidance, social guidance, study guidance, and career guidance, through various types of services and supporting activities, based on applicable norms. Guidance and counseling teachers are the second educators after the family (parents) at home. The authority held by guidance and counseling teachers has a very important role in optimizing child-friendly education in the formation of children's character. Guidance and counseling (BK) is a process of assistance provided systematically to students so that they are able to develop their potential optimally. BK has the main goal of helping students recognize themselves, understand their environment, and make the right decisions in various aspects of life, including academic, personal, social, and career (Corey, 2016). In the school environment, BK teachers act as companions and facilitators who help students face various development challenges, both from within themselves and from the social environment.

Guidance and counseling is a systematic and continuous assistance service, aimed at helping students understand themselves and their environment, so that they are able to carry out optimal self-development in terms of academic, social, and personal aspects. Counseling is an effort to help individuals through a personal interaction process between the counselor and the client so that the client is able to understand themselves and their environment, are able to make decisions and determine goals based on the values they believe in so that the client feels happy and their behavior is effective (Sukatin et al., 2022).

Counseling guidance has been widely studied by previous researchers, including: (Silvia, 2024), (Ade, D., 2020), (Bakti, CP, & Safitri, NE, 2017), (Setianingsih, ES, 2016), (Afifa, A., & Abdurrahman, A., 2021), (Sari, R., & Yuliana., 2024), (Muntofiqoh, S., 2023), (Gana Buana, 2024).

Sport Education

Physical education and sports (PJOK) is an important part of the curriculum that emphasizes not only physical fitness, but also the development of students' social and emotional values. Through physical activities such as games, team sports, and motor skills, students learn to manage emotions, work together, appreciate differences, and follow rules. (Bailey et al., 2015) stated that sports can be a very effective means of supporting children's overall development, including character aspects.

Physical education, or known in the curriculum as Physical Education, Sports, and Health (PJOK), is defined as an educational process through physical activities that are systematically designed to support the physical, emotional, social, and intellectual development of students (Rosdiyani, 2012; Nurhadi Santoso, 2009)

(Sartinah, 2015) in the context of Physical Education, Sports and Health, emphasizes that this subject not only develops students' physical fitness, but also strengthens social skills such as cooperation, sense of responsibility, and collective awareness through structured physical activities in elementary schools. Likewise (Dwi Harini, 2014) stated that the PJOK learning process, with a teacher mediator who has high pedagogical competence, is important in developing the mental, emotional, physical, and logical aspects of students harmoniously.

Sports Education has been widely studied by previous researchers, including: (Nafian Tifal, I., 2023), (Musa, 2022), (Sasongko Putro, 2019), (Rohmansyah, N. A., 2022), (Nababan et al, 2024), (Febriza et al., 2024), (Pinem et al., 2024), (Sitepu, I. D., 2017), (Hariadi, H., 2014).

Discussion

a) Counseling guidance in optimizing the effectiveness of character formation

The results of the study show that guidance and counseling (BK) has an important role in shaping students' character through structured services, both individually and in groups. These services include personal, social, learning, and career guidance, all of which are aimed at helping students form basic character values such as responsibility, discipline, and honesty. (Astuti & Rahmawati, 2019) in their research revealed that students who routinely participate in BK activities show an increase in self-control, interpersonal communication, and concern for the school environment. BK services do not only focus on problem solving, but also on the development of students' personalities as a whole.

Furthermore, the results of research by (Haris & Aulia, 2021) state that the effectiveness of student character formation is greatly influenced by the counseling approach used. Counselors who use a humanistic and developmental approach are able to create a safe reflection space for students to recognize positive values. This can be seen from changes in student behavior that are more open, responsible, and better able to make decisions independently. Interventions in the form of individual and group counseling can help students grow self-awareness in implementing norms and ethics in the school environment.

In addition (Wahyuni, 2020) found that the role of counseling services is very crucial in responding to deviant behavior that often occurs in the school environment, such as violations of rules or conflicts between students. Through a crisis counseling approach, students who commit violations are not punished directly, but are invited to reflect on their behavior and understand its negative impacts. As a result, students are better able to

demonstrate a responsible attitude and learn from their mistakes. This proves that the right counseling approach can accelerate the process of internalizing character values in depth.

Overall, it can be concluded that guidance and counseling services that are implemented consistently and professionally are able to optimize the formation of student character effectively. The success of this service is highly dependent on the synergy between BK teachers, subject teachers, homeroom teachers, and school management. When character values such as honesty, cooperation, discipline, and empathy are integrated into all school programs, students will experience a more meaningful character formation process. Therefore, improving the quality and quantity of BK services is an urgent need to support the success of character education in schools.

This research is in line with research conducted by: (Nurul, N., & Hasanah., 2021), (Sari, R., & Yuliana., 2024), (Muntofiqoh, S., 2023), (Gana Buana, 2024), (Wahyuni, 2020), (Haris & Aulia, 2021), (Astuti & Rahmawati, 2019).

b) Sports education in optimizing the effectiveness of character formation

Sports education plays a significant role in the formation of students' character because it directly involves physical activities that educate aspects of discipline, cooperation, and sportsmanship. The results of research by Yuliawan (2016) show that physical education and sports are able to foster character values such as honesty, responsibility, and tolerance through practice-based learning in the field. In the process of training and matches, students learn about the rules of the game, accept victory and defeat fairly, and manage emotions. This activity has proven to be more effective in instilling these values than theoretical learning in the classroom.

A study by (Musa et al., 2020) also showed that students' active involvement in sports activities at school has a positive impact on the development of their social character. For example, in team games such as soccer or volleyball, students learn to understand the importance of cooperation, communication, and leadership. Sports teachers who link character values in every physical learning can help students internalize moral principles such as honesty, respect for opponents, and responsibility for their respective roles. This makes sports education an effective medium in character formation through direct experience.

Furthermore, the results of research by Hariadi (2015) emphasize that the effectiveness of sports education in shaping character will increase if learning is designed systematically, with clear character goals, and accompanied by evaluation of student attitudes. When physical education only focuses on physical aspects and technical skills alone, character values will not grow optimally. Therefore, physical education teachers must be trained to integrate character education into every sports session, by providing reflection and feedback on student attitudes, not just their physical performance.

The conclusions of the various studies indicate that sports education has great potential in optimizing the effectiveness of character formation, especially if it is carried out consciously, planned, and integrated with moral values. Through physical activity, students not only learn about motor skills, but also develop a strong, ethical, and responsible personality. For this reason, schools and sports teachers need to design a curriculum and learning approach that emphasizes character strengthening, not just physical achievement.

This research is in line with research conducted by: (Nafian Tifal, I., 2023), (Musa, 2022), (Sasongko Putro, 2019), (Rohmansyah, N. A., 2022), (Nababan et al, 2024), (Febriza et al., 2024), (Pinem et al., 2024), (Sitepu, I. D., 2017), (Hariadi, H., 2014), (Hariadi, 2015), (Musa et al., 2020), (Yuliawan, 2016).

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.

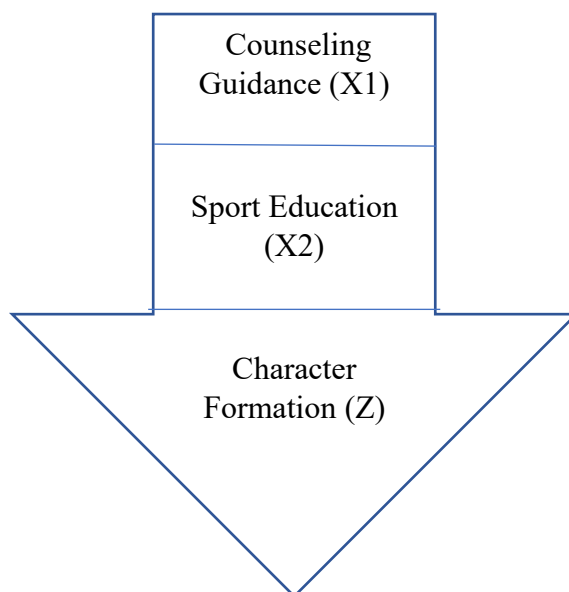


Figure 1. Conceptual Framework

And there are many other factors that influence character formation (Z), including:

- a) Education Quality : (Paramita, A., Ali, H., & Dwikoco, F., 2022), (Silviah, R., 2024), (Hernikasari, I., Ali, H., & Hadita, H., 2022), (Patilima, S., 2022), (Raharjo, S. B., 2012).
- b) Discipline : (Ali, H., Susanto, P. C., & Saputra, F., 2024), (Silviah, R., 2024), (Muhajirin, A., Purnamasasi, I. O., Rony, Z. T., & Ali, H., 2024), (Rohman, H., 2020).
- c) Physical Activity : (Silviah, R., 2024), (Hotma, R., Ali, H., & Winda, 2023), (Huwaida et al., 2022), (Yani et al., 2021).
- d) Leadership : (Pratiwi, N. P., & Ali, H., 2023), (Ali, H., 2016), (Silviah, R., 2024), (Ali, M. M., & Ali, H., 2023).

CONCLUSION

This study aims to determine whether counseling guidance and sports education play a role in optimizing the effectiveness of character formation of students. Based on the article's questions, the following conclusions can be drawn from this study: 1) Counseling guidance plays a role in character formation, 2) Sports education plays a role in character formation.

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