



The Relationship between Sport Education and Leadership in the Formation of Student Character

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Abstract: Literature Review of the role of Sport Education and Leadership in improving Student Character Formation is a scientific article with the aim of analyzing whether Student Character Formation plays a role in Sport Education and Leadership. The qualitative approach method with the literature review method to explore and analyze the relationship between sport education, leadership and character formation. The results of this article are: 1) Sport Education plays a role in Character Formation, 2) Leadership plays a role in Character Formation. Apart from these 2 exogenous variables that influence the endogenous variable of Character Formation, there are still many other factors including the school environment, technology, education.

Keywords: Sport Education, Leadership, Character Building.

INTRODUCTION

Modern education demands that schools focus not only on academic achievement but also on character development for students. Strong character is a crucial foundation for developing a generation with integrity, responsibility, and good morals. According to (Suwiwa et al., 2022), character education can be effectively developed through sports activities because physical activity involves social values such as discipline, responsibility, cooperation, and self-confidence. Therefore, sports are not just physical activities but also a means of learning life values that can be applied in everyday behavior.

One approach to sports learning that is considered effective in character development is the Sport Education Model. According to (Sahrul Jahrir et al., 2024), Sport Education not only teaches motor skills but also fosters important values such as leadership, sportsmanship, and cooperation. Through roles such as player, referee, and coach, students learn to interact actively and understand the meaning of responsibility within a team. This model makes sports activities a tangible means of character development because it emphasizes contextual and enjoyable learning experiences.

Furthermore, leadership aspects also play a significant role in shaping student character. According to (Suherman et al., 2023), the integration of leadership values into sports education-based learning has been shown to improve self-management, decision-making, and

team motivation. Sports activities that place students in leadership roles, such as being a team captain or coordinator, can foster social skills, communication, and empathy. This aligns with research (Anwar et al., 2020), which states that the implementation of sports education significantly develops students' sense of responsibility and leadership.

This article aims to identify and analyze the key factors influencing the implementation of student character development within the context of sports education implementation and leadership development in the school environment. A deeper understanding of these factors is expected to provide a more comprehensive picture of how sports education-based learning and the reinforcement of leadership values can effectively contribute to the development of positive character in students.

This study aims to determine whether sports education and leadership contribute to character development. Based on the previously described research questions, the literature review questions are as follows:

1. Does sports education contribute to character development?
2. Does leadership contribute to character development?

METHODS

This research uses a descriptive qualitative approach with a literature review method. This approach was chosen to gain a deeper understanding of the application of the Character Building model in physical education to sports education and leadership.

RESULTS AND DISCUSSION

Results

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

Student Character

Character education is defined as a systematic and ongoing effort undertaken by schools to foster and shape students' personalities, including behavior, skills, and attitudes, through academic and non-academic self-development activities at school (Baidowi, 2020). Character enables humans to recognize and understand the following aspects of behavior, attitudes, methods, and qualities that distinguish one person from another, or the specific characteristics that can distinguish one person from another (Tenrere et al., 2020).

According to (Pertiwi, 2020), several models that can be applied to character education include habituation and role modeling, discipline development, rewards and punishments, contextual teaching and learning, role-playing, and participatory instruction.

According to (Kemendikbud, 2017:8-9), five main values are identified as character indicators: 1) Religious; 2) Nationalist; 3) Independent; 4) Mutual Cooperation; and 5) Integrity.

Student character has been widely studied by previous researchers, including: (Utami, I., Khansa, A. M., & Devianti, E., 2020), (Wally, M., 2021), (Pratiwi, D., 2023), (Imamah, Y. H., Pujianti, E., & Apriansyah, D., 2021).

Sport Education

Physical education is essentially an educational process that utilizes physical activity to produce holistic changes in an individual's quality, including physical, mental, and emotional changes. One of the subjects taught at all levels of education is Physical Education, Sports, and Health (PJOK). According to (Setyawan., 2016), Physical Education is an educational process that utilizes physical activity, systematically designed with the aim of improving

various aspects of an individual, including organic, neuromuscular, perceptual, cognitive, social, and emotional development.

Physical Education is an integral part of the overall education system, focusing on the development of physical fitness, motor skills, critical thinking skills, emotional stability, social skills, reasoning, and moral action through physical activity (Kiranida., 2019).

Within the educational context, Physical Education is considered crucial, providing students with opportunities to directly engage in various learning experiences through systematically organized physical activities. These learning experiences aim to foster and shape a healthy and active lifestyle throughout life (Rosmi., 2016).

Sport Education has been widely studied by previous researchers, including: (Aprelyani, S. (2025), (Silviah, R., 2025), (Masgumelar, N. K., & Mustafa, P. S., 2021), (Musa, M. M., Musripah, M., & Annur, A. F, 2022).

Leadership

According to (George R. Terry., 2018), leadership is a relationship within an individual or leader, the activity of influencing people to work together consciously in a task relationship, striving to achieve group goals voluntarily. Leadership is the process of directing and influencing the task-related activities of group members (Sutrisno., 2016).

Leadership is a science that comprehensively examines how to direct, influence, and supervise others to carry out tasks according to planned instructions (Fahmi., 2017).

According to (Kartono, 2017), indicators that can be used as references for successful leadership in an organization are as follows: 1) Analytical ability; 2) Communication skills; 3) Courage; 4) Listening skills; 5) Assertiveness.

Leadership has been extensively studied by previous researchers, including: (Aprelyani, S., 2025), (Putri, B. A., & Ali, H., 2025), (Alhabsyi, F., Pettalongi, S. S., & Wandu, W., 2022), (Sasmita, S. K., & Prastini, E., 2023).

Discussion

a) Sport Education on the Formation of Student Character

The Sports Education model provides a learning experience that focuses not only on physical skills but also on character development. According to (Bisa., 2023), the implementation of Sports Education in schools fosters values such as responsibility, cooperation, and honesty through role-based learning, involving players, coaches, and referees. Through these experiences, students not only learn to play sports but also to appreciate the process, respect the rules, and prioritize sportsmanship. This aligns with the concept of education through sport, which emphasizes character development through social interaction in the sports environment.

Physical education using the Sports Education approach also plays a crucial role in shaping students' moral and social values. According to (Rahman., 2025), structured physical education using the Sports Education model can foster character values such as discipline, responsibility, and social awareness. In sports activities, students are trained to work together as a team, compete healthily, and appreciate both victory and defeat. These values play a significant role in developing strong and ethical personalities in real life, especially in the school environment. Research conducted by (Kuspratiwi., 2024) shows that student involvement in sports education activities significantly improves positive character. Through a pre-post experimental design in elementary schools, they found an increase in students' abilities in honesty, discipline, and responsibility after participating in sports lessons that implemented sports education principles. These findings reinforce the idea that physical education can be an effective means of character development, provided it is designed with a focus on social and affective values, rather than simply motor skills.

Furthermore, research conducted by (Kim & Park., 2024) found that student involvement in sports-based sports activities can develop leadership skills, teamwork, and empathy, which are integral to character development. They emphasized that in the context of modern education, sports serve as a social learning space capable of internalizing character values through real-life practice. Therefore, it can be concluded that sports education has a close and positive relationship with student character development, as it fosters social, moral, and leadership values through active and collaborative learning experiences.

This research aligns with research conducted by: (Pradana, A. A., 2021), (Musa, M. M., Musripah, M., & Annur, A. F., 2022), (Syafuruddin, M. A., Jahrir, A. S., & Yusuf, A., 2022), (Yoon, S., Kim, M., Park, S., & Song, I., 2024).

b) Leadership in the Formation of Student Character

Leadership is a crucial aspect in developing student character, as it fosters the values of responsibility, discipline, and communication skills. According to (Hidayat., 2021), leadership in schools is not limited to formal positions such as class president or organization leader, but also occurs in everyday social contexts, such as students' ability to influence, direct, and set a positive example for their peers. These values align with the goals of character education, namely to develop individuals capable of critical thinking, empathy, and ethical behavior in various situations.

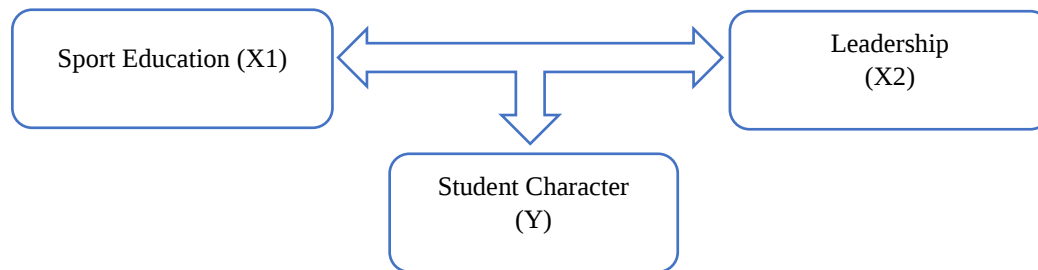
Furthermore, research by (Nugroho & Yuliana., 2022) shows that students with strong leadership skills tend to exhibit better prosocial behavior than other students. This is because leadership requires self-control, a sense of responsibility for the group, and the ability to work collaboratively. Leadership activities at school, such as serving on the Student Council (OSIS) or leading a sports team, provide opportunities for students to learn how to manage conflict, make decisions, and accept the consequences of their actions. This process is an effective way to develop honest, resilient, and disciplined character. Furthermore, research by (Widodo., 2023) revealed that leadership development programs in schools have a significant influence on the formation of students' moral character. Through activities such as leadership training, student projects, and extracurricular activities, students can learn to apply values such as honesty, integrity, and a sense of social responsibility. This proves that leadership is not only the ability to lead others, but also a form of self-awareness in directing behavior to align with prevailing moral values. Thus, targeted leadership activities can strengthen the formation of positive character in students within the school environment.

Student leadership development is closely related to the development of social and emotional character. Studies have shown that students who frequently engage in leadership activities have better abilities in collaboration, empathy, and constructive problem-solving. Leadership developed from school age provides a strong foundation for the development of responsible and integrated personalities in the future. Therefore, leadership is not only a cognitive or managerial aspect, but also a crucial instrument in developing overall character.

This research aligns with research conducted by: (Mujahidin, M., & Malusu, M. R., 2024), (Zulwiddi, N., 2024), (Sitinjak, I. Y., Gultom, S., Saragih, K. W., & Ukur, J., 2024), (Widodo, S., 2023).

Conceptual Framework

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



Picture 1. Conceptual Framework

And there are many other factors that influence student character (Y), including :

- a) School environment : (Hikmawati, H., Yahya, M., Elpisah, E., & Fahreza, M., 2022), (Umar, H., & Masnawati, E., 2024), (Nurfirdaus, N., & Sutisna, A., 2021), (Ardiyansyah, H., Hermuttaqien, B. P. F., & Wadu, L. B., 2019).
- b) Technology : (Sangapan, L. H., Carlos, G. J., Ali, H., & Manurung, A. H., 2025), (Zahran, R., & Ali, H., 2020), (Firmansyah, P. D., & Ali, H., 2024), (Wulandari, S., Ali, H., & Hendayana, Y., 2024).
- c) Education : (Silvia, R., 2024), (Nurhayati, N., & Rosadi, K. I., 2022), (Salsabilah, A. S., Dewi, D. A., & Furnamasari, Y. F., 2021), (Jaya, H., Hambali, M., & Fakhurrozi, F., 2023).

CONCLUSION

This study aims to determine whether student character building plays a role in improving sports education and leadership. Based on the article's questions, the following conclusions can be drawn from this study: 1) Sports Education plays a role in student character building; 2) Leadership plays a role in student character building.

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