

## **The Role of Sports Teachers in the Formation OQWF Students' Character**

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**Abstract:** This research aimed to explore the role of sports teachers in shaping the character of students. The research method used was a literature study which involves analysis of 10 articles, books and scientific journals that are relevant to the research topic. The data was analyzed qualitatively to identify the main findings regarding the role of sports teachers in building student character. The results of the analysis show that the role of sports teachers in forming student character is very positive and has an impact. The role of a sports teacher was not only to be an instructor in terms of physical skills, but also to be a role model who inspires students to develop moral values, such as cooperation, honesty and responsibility, perseverance, fighting spirit, optimism and always upholding sportsmanship, sports activities also provide opportunities for students to learn self-control, overcome challenges, and develop discipline. In conclusion, the role of sports teachers in forming students' character was very important and varied. Therefore, there needs to be greater attention and support for the role of sports teachers in forming student character education in schools. cooperation, honesty and responsibility. Apart from that, sports activities also provide opportunities for students to learn to control themselves, overcome challenges, and develop discipline. In conclusion, the role of sports teachers in forming the character and discipline of students is very important and varied. Therefore, there needs to be greater attention and support for the role of sports teachers in character education and student discipline in schools.

**Keywords:** Character Education, Character Formation, Sports Teacher

### **A. Introduction**

National education, as outlined by the Indonesian education system, is aimed at developing the intellectual capacity of students while simultaneously shaping the character and civilization of the nation (Nurdin, 2015; Latief et al., 2021). The goal is to cultivate human beings who are faithful, devoted to God Almighty, and possess noble character, creativity, independence, and democratic values. This holistic approach to education underscores the importance of character formation as a key component, extending beyond mere academic achievement. In this context, sports

teachers play a critical role in shaping the character of students through physical activities and the cultivation of moral values (Zhang, 2023; Jahrir et al., 2024). The significance of this role is increasingly recognized, given the complexity of challenges in modern education. This research aims to delve into the contributions of sports teachers to student character formation and to provide a direction for future research in this domain.

The role of teachers, particularly in physical education, is pivotal in shaping the behavior and character of students. According to Usman (2011), the role of a teacher involves a series of interconnected behaviors executed in specific situations, all aimed at fostering behavioral changes and promoting student development. Teachers are expected to have a high level of commitment, as this directly impacts the quality of learning services, which are crucial for character formation. Novan (2012) further emphasizes that a teacher's commitment can be defined as a dedication to fulfilling their duties and responsibilities as an educator. This commitment is essential in ensuring that students not only achieve academic success but also develop into well-rounded individuals with strong moral values.

In the context of Physical Education, Sports, and Health (PJOK), the role of the teacher is even more pronounced. PJOK is an integral part of the educational process, where character values often considered part of soft skills are effectively taught, developed, and assessed. The development of good physical fitness is closely linked to improved learning outcomes. Sardjono (2011) highlights that physical fitness is not only crucial for maintaining a healthy body but also serves as the foundation for dynamic and creative intellectual activity. Through physical education, the process of character formation is seamlessly integrated into the school curriculum, allowing students to develop both physically and morally.

Sports play a vital role in the everyday lives of children and teenagers, serving as a means to maintain physical health and develop character and social skills (Opstoel et al., 2020; Danish et al., 2013). In schools, sports are not merely a physical activity but a critical component of the holistic development of students. A structured and inclusive sports program in schools can contribute significantly to the formation of a young generation that is healthy, accomplished, and possesses strong character. Through participation in sports, students learn physical skills and life values that are essential for becoming successful and dignified individuals.

The benefits of sports in schools extend beyond physical fitness. Sports also play a crucial role in social development, teaching students how to work together as a team, manage conflicts, and develop a sense of responsibility. These social skills are invaluable in helping students navigate the complexities of life both inside and outside the school environment. Moreover, the discipline required in sports activities instills a sense of perseverance and determination, qualities that are essential for

success in all areas of life.

Character education through sports is particularly effective because it combines physical and moral development. According to Zuchdi (2012), physical education and sports are powerful tools for building national character. Dimiyati (2010) also emphasizes that ethical and moral values that influence student behavior can be effectively cultivated through sports and games. This perspective highlights the unique role of sports in character education, where the physical challenges and team dynamics of sports activities provide a practical context for students to internalize and practice moral values.

Physical education teachers have a significant role in the character formation of students. Character is defined as the values of human behavior related to God Almighty, oneself, others, the environment, and nationality, as expressed in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs. Character education is a system that instills these values in school members, encompassing knowledge, awareness, and actions to apply these values in everyday life. In the school setting, character education involves all components of the educational system, including curriculum content, learning and assessment processes, the quality of relationships, school management, co-curricular activities, infrastructure, and the overall school environment.

The involvement of physical education teachers in this process is crucial because they have the opportunity to influence students directly through physical activities. The physical education curriculum provides a unique platform for character education, as it naturally incorporates elements of discipline, teamwork, respect, and perseverance. Physical education teachers are responsible for creating a learning environment that encourages the development of these values, ensuring that students not only excel in physical fitness but also grow into individuals with strong moral character. Moreover, the role of physical education teachers extends beyond the classroom. They are often seen as role models by students, who look up to them for guidance not only in sports but also in life. The behavior and attitude of physical education teachers can have a profound impact on students, influencing their approach to challenges, their interactions with peers, and their overall outlook on life. Therefore, it is essential for physical education teachers to embody the values they wish to instill in their students, serving as living examples of the principles of character education.

The integration of character education in physical education is essential for the holistic development of students. Physical education is uniquely positioned to contribute to character education because it involves activities that require students to apply moral values in real-life situations. For example, team sports require students to work together, respect one another, and manage conflicts constructively.

Individual sports, on the other hand, teach students the value of perseverance, self-discipline, and personal responsibility.

The process of integrating character education into physical education involves several key strategies. First, physical education teachers must be intentional in their efforts to promote moral values through sports activities. This can be achieved by designing lessons that not only focus on physical skills but also incorporate discussions and reflections on the moral and ethical aspects of sports. For instance, teachers can encourage students to reflect on the importance of fair play, the impact of their actions on others, and the value of perseverance in the face of challenges.

Second, physical education teachers must create a positive and inclusive learning environment where all students feel valued and supported. This is crucial for character education, as students are more likely to internalize moral values when they feel respected and included. Teachers can achieve this by promoting a culture of respect and inclusivity in the classroom, ensuring that all students have the opportunity to participate in sports activities and contribute to the team.

Third, physical education teachers must model the values they wish to instill in their students. This involves demonstrating qualities such as fairness, respect, and perseverance in their interactions with students and colleagues. By embodying these values, teachers can inspire students to adopt similar behaviors and attitudes, both in sports and in other areas of life.

Finally, the integration of character education in physical education requires collaboration between teachers, parents, and the broader community. Character education is most effective when it is reinforced both inside and outside the school environment. Schools can involve parents and community members in sports activities, creating opportunities for students to practice moral values in a variety of settings. This collaborative approach ensures that students receive consistent messages about the importance of character education, helping them to develop into well-rounded individuals with strong moral values.

While the integration of character education in physical education offers numerous benefits, it also presents certain challenges. One of the primary challenges is the lack of resources and support for physical education programs in schools. In many cases, physical education is not given the same level of priority as academic subjects, leading to limited funding, inadequate facilities, and a shortage of qualified teachers. This can hinder the effectiveness of character education in physical education, as students may not have access to the resources and opportunities they need to fully engage in sports activities.

Another challenge is the varying levels of commitment among physical education

teachers to character education. While some teachers are highly dedicated to promoting moral values through sports, others may focus primarily on the physical aspects of education, neglecting the character education component. This inconsistency can result in unequal opportunities for students to develop moral values, depending on the quality of the physical education program in their school. Moreover, the broader social environment can also impact the effectiveness of character education in physical education. Students are influenced by the values and behaviors they observe outside of school, and these external influences can either support or undermine the efforts of the school to promote character education. For example, if students are exposed to negative behaviors or attitudes in their community, they may struggle to apply the moral values they learn in school. This highlights the importance of involving parents and community members in character education, ensuring that students receive consistent messages about the importance of moral values.

Despite these challenges, there are also numerous opportunities to enhance the integration of character education in physical education. One such opportunity is the increasing recognition of the importance of character education in the overall development of students. As schools and policymakers become more aware of the value of character education, there is likely to be greater support for physical education programs that incorporate moral and ethical values. This could lead to increased funding, improved facilities, and more professional development opportunities for physical education teachers. Another opportunity is the growing emphasis on holistic education, which recognizes the importance of developing students' physical, emotional, social, and moral capacities. This approach aligns closely with the goals of character education in physical education, providing a strong foundation for the integration of moral values into sports activities. By embracing this holistic approach, schools can create a more inclusive and supportive learning environment that promotes the overall well-being of students.

## **B. Methods**

The research methodology adopted for this study is rooted in a qualitative research framework, reflecting a commitment to understanding the complexities and nuances inherent in the topic under investigation. Qualitative research, as a method, is particularly well-suited to exploring phenomena that are deeply contextual, requiring a nuanced understanding that transcends mere numerical representation (Omodan, 2024; Dehalwar & Sharma, 2023). This approach is grounded in the examination of theories and concepts that are closely aligned with the research topic, ensuring that the analysis is both relevant and robust.

The specific approach employed within this qualitative framework is descriptive analysis, a method that allows for a thorough examination of the collected data to

generate insights that are both detailed and comprehensive. Descriptive analysis is characterized by its focus on providing an in-depth understanding of the subject matter by describing the characteristics of the data in a way that illuminates the underlying patterns and themes. Data collection for this research was conducted through an extensive literature study, which involved the careful selection and review of various sources, including books, academic journals, scholarly articles, and theses. Each of these sources was chosen for its relevance and contribution to the research topic, ensuring that the data collected was both rich and pertinent. The literature study process was meticulous, involving a systematic search for materials that could provide both theoretical and empirical insights into the subject matter.

Once the data was collected, it underwent a rigorous process of analysis. The analysis phase involved critically examining the content of the sources to identify recurring themes, patterns, and concepts that could shed light on the research questions. This process was not merely about summarizing the content of the sources but involved a deeper engagement with the material to extract meaningful insights that could contribute to the understanding of the topic. The analysis was guided by the research objectives, ensuring that the findings were aligned with the goals of the study.

After the analysis, the findings were synthesized into a coherent narrative that integrates the various insights gleaned from the data. This synthesis involved not only the summarization of the data but also the interpretation of its significance in relation to the research questions. The conclusions drawn from this process were aimed at supporting the overall findings of the research, providing a solid foundation for the arguments and perspectives presented in the study. The qualitative nature of this research, combined with the descriptive analysis approach, offers a comprehensive and detailed exploration of the research topic. This method allows for a deep dive into the complexities of the subject matter, providing insights that are both rich in detail and broad in scope. The use of literature study as a data collection method further enhances the depth of the analysis, as it brings together a wide range of perspectives and sources, contributing to a well-rounded understanding of the topic.

In conclusion, the research methodology employed in this study is designed to provide a thorough and nuanced exploration of the research topic. By utilizing a qualitative research framework, descriptive analysis, and an extensive literature study, the research is able to generate insights that are both detailed and meaningful. The findings of this research are grounded in a deep engagement with the relevant literature, ensuring that the conclusions drawn are both valid and reliable. This approach not only supports the research findings but also contributes to the broader academic discourse on the topic, offering new perspectives and insights that can inform future research in the field.

### **C. Results and Discussion**

The research and analysis of the role of sports teachers in character education reveal a comprehensive understanding of the multidimensional and dynamic nature of roles in educational settings. The concept of a role, as described by Habel (2015), is inherently tied to the responsibilities, duties, and expectations placed upon individuals within specific contexts. In the educational realm, the role of a teacher, especially in the context of sports and physical education, is both profound and multifaceted, contributing significantly to the development of students' character and overall well-being.

#### **Understanding the Role of Teachers in Character Education**

As Habel (2015) articulates, a role is the dynamic aspect of a position or status, encompassing the rights, duties, and responsibilities associated with that position. In the context of education, teachers occupy a pivotal role, not only as facilitators of knowledge but also as mentors who guide students through the complexities of personal and social development. The role of a teacher, particularly in sports education, is integral to shaping the character of students, as it involves instilling values such as discipline, teamwork, perseverance, and respect. Djamarah and Aswan (2016) further emphasize that teachers, with their expertise and experience, are instrumental in molding students into intelligent and responsible individuals. The knowledge and skills imparted by teachers play a critical role in the intellectual and moral development of students, making teachers key figures in the creation of a capable and ethical future generation.

The concept of a role, as it applies to teachers, is not static but evolves in response to the needs of the students and the educational environment (Bryant et al., 2019). Teachers are expected to adapt their roles to meet the changing demands of education, particularly in fostering character development. This dynamic nature of the teaching role underscores the importance of continuous professional development for educators, ensuring that they remain effective in their roles as both instructors and character builders. Teachers must be equipped with the knowledge, skills, and strategies necessary to address the diverse needs of students and to foster an environment conducive to character development.

Roles in education are also shaped by societal expectations and norms, which influence how teachers carry out their responsibilities. The role of sports teachers in particular is influenced by the societal recognition of sports as a critical avenue for character education. Sports provide a unique platform for teaching important life skills such as leadership, resilience, and fair play, making the role of the sports teacher crucial in the holistic development of students. The effectiveness of sports teachers in this role depends on their ability to integrate character education into

their teaching practices, creating a learning environment that promotes both physical and moral development.

### **Character Education in the Context of Physical Education**

Character education, as defined by Samani & Hariyanto (2011), is the process of guiding students to become well-rounded individuals with strong moral character. This involves nurturing the dimensions of the heart, mind, body, and spirit, creating individuals who are not only academically capable but also ethically grounded. In the realm of physical education, character education takes on a unique form, as it is deeply intertwined with the physical and social aspects of sports and teamwork. Sports provide a natural context for character education, as they involve challenges that require students to demonstrate qualities such as perseverance, respect, and integrity.

Zubaedi (2012) expands on this by describing character education as a deliberate effort by teachers to shape students' character through the cultivation of ethical values. In the sports context, this involves creating opportunities for students to practice these values in real-life situations, such as during competitions, team activities, and physical challenges. The role of the sports teacher in this process is to guide students through these experiences, helping them to reflect on their actions and to internalize the values that are being taught.

Character education in sports is not limited to the development of moral values but also encompasses the promotion of social and emotional skills. Sports teachers play a crucial role in helping students develop the ability to work collaboratively, to manage emotions, and to build positive relationships with others. These skills are essential for success both in sports and in life, making the role of the sports teacher in character education even more significant. Through sports, students learn to navigate social dynamics, to cope with success and failure, and to develop a sense of responsibility and leadership.

The implementation of character education in sports requires a strategic approach that integrates moral values into the curriculum and teaching practices. Sports teachers must be intentional in their efforts to promote character education, using sports as a tool to teach important life skills. This involves creating a positive and inclusive sports environment, where all students feel valued and supported. Teachers must also model the values they wish to instill, as students are more likely to adopt these values when they see them demonstrated by their teachers.

### **Supporting and Inhibiting Factors in Character Education**

The research highlights several factors that support the effective implementation of

character education in sports. One of the key supporting factors is the teachers' understanding of the concept and application of character education. Teachers who are knowledgeable about character education and who are committed to its implementation are more likely to create a positive impact on students. This requires teachers to be well-versed in the principles of character education and to be equipped with the skills necessary to integrate these principles into their teaching practices. School facilities and infrastructure also play a significant role in supporting character education. Adequate sports facilities and resources create an environment that is conducive to the development of physical and moral skills. When students have access to high-quality sports equipment and facilities, they are more likely to engage in sports activities and to benefit from the character education opportunities that these activities provide. Schools must therefore invest in the development of sports infrastructure to support the effective implementation of character education. However, the research also identifies several inhibiting factors that can impede the success of character education in sports. One of the primary challenges is the attitudes and behaviors of the students themselves. Some students may be resistant to the values being taught, or they may struggle to apply these values in real-life situations. This can be particularly challenging in sports, where the competitive nature of the activities may lead to behaviors that are contrary to the values being promoted. Teachers must be prepared to address these challenges by providing additional support and guidance to students, helping them to overcome these obstacles and to develop the desired character traits.

The attitudes of educators can also be a barrier to effective character education. If teachers are not fully committed to the principles of character education, or if they lack the skills and knowledge necessary to implement these principles, the effectiveness of the character education program may be compromised. This underscores the importance of professional development for teachers, ensuring that they are equipped to fulfill their roles in character education. The broader social environment, including family and community influences, can also impact the effectiveness of character education. Students are influenced by the values and behaviors they observe outside of school, and these external influences can either support or undermine the efforts of the school to promote character education. It is therefore important for schools to engage with families and communities, creating a supportive environment that reinforces the values being taught in school. This may involve collaborating with parents, community leaders, and other stakeholders to promote a consistent message about the importance of character education.

### **The Importance of Integrating Character Education in Sports**

The integration of character education in sports is essential for the holistic development of students. Sports provide a unique and powerful context for teaching important life skills, and the role of the sports teacher is central to this process. By

effectively integrating character education into sports, teachers can help students develop not only physical skills but also the moral and social competencies that are essential for success in life.

Character education in sports is particularly important because it teaches students how to navigate challenges, to work collaboratively with others, and to develop a sense of responsibility and leadership. These are skills that are not only valuable in sports but also in all areas of life. By participating in sports, students learn how to set goals, how to persevere in the face of difficulties, and how to handle both success and failure with grace and integrity. The role of the sports teacher in this process is to create a learning environment that promotes these values and skills. This involves not only teaching the technical aspects of sports but also helping students to reflect on their experiences and to learn from them. Teachers must be intentional in their efforts to promote character education, using sports as a tool to teach important life lessons. This requires a deep understanding of both the principles of character education and the specific needs and challenges of students.

The role of sports teachers in character education is vital for the holistic development of students. Teachers play a central role in shaping the character of students, and their effectiveness in this role is influenced by their understanding of character education, the resources available to them, and the broader social environment. By integrating character education into sports, teachers can help students develop the skills and values that are essential for success in life. The research underscores the importance of a strategic and intentional approach to character education, ensuring that it is integrated into all aspects of the educational experience. By doing so, schools can create an environment that not only promotes academic success but also fosters the development of responsible, ethical, and well-rounded individuals.

#### **D. Conclusions**

Based on the comprehensive analysis of the research findings, it is evident that the role of sports teachers in character education is crucial in shaping and developing student character. The impact of sports teachers in this domain cannot be overstated, as they are pivotal in implementing and fostering character education through a structured and intentional approach. One of the key aspects highlighted by the research is that character education is most effective when it is based on mutually agreed commitments between teachers, students, and the broader educational community. This agreement ensures that there is a shared understanding and alignment of goals, which enhances the effectiveness of character education initiatives. When sports teachers and other educators work together with students to establish these commitments, it fosters a collaborative environment that supports the holistic development of student character.

Supporting factors that significantly contribute to the successful implementation of character education include a thorough understanding of the concept and application of character education by the teachers. It is essential that sports teachers are well-versed in the principles and practices of character education to effectively integrate these into their teaching methodologies. This understanding enables teachers to model and reinforce positive behaviors and values, which are fundamental to character development.

In addition to teacher expertise, the availability and quality of school facilities and infrastructure play a vital role in supporting the character education process. Adequate facilities that support physical activities and character-building programs create an environment conducive to learning and personal growth. For instance, well-maintained sports equipment and spaces can enhance the quality of physical education classes and provide opportunities for students to engage in character-building activities through sports and teamwork. Furthermore, the techniques and strategies employed by teachers in character education must be appropriate and effective. This involves selecting and implementing teaching methods that are aligned with the goals of character education and that cater to the diverse needs of students. Effective techniques may include incorporating team-building exercises, promoting self-discipline through structured activities, and encouraging positive interactions among students. The successful application of these techniques is crucial for reinforcing character traits such as responsibility, respect, and perseverance.

However, the research also identifies several inhibiting factors that can impede the cultivation of character education. One significant challenge is the attitudes and behaviors of the children themselves. Students may have varying levels of receptiveness to character education, influenced by personal experiences, social dynamics, and individual attitudes. Addressing these challenges requires targeted strategies to engage students and address any barriers to their participation in character education activities. The attitudes of educators, including sports teachers, can also affect the effectiveness of character education. If educators lack commitment or understanding of the importance of character education, it can undermine the efforts to instill positive values and behaviors in students. Therefore, ongoing professional development and support for educators are essential to ensure that they remain motivated and equipped to deliver effective character education. Additionally, the broader environment, including family, community, and social influences, can impact the effectiveness of character education programs. A supportive home environment and community that reinforce the values taught in school can significantly enhance the character education process. Conversely, negative influences or lack of support from these external factors can hinder the development of desired character traits in students.

So, the conclusion was the research underscores the integral role of sports teachers in

character education, highlighting both the supporting and inhibiting factors that influence its effectiveness. A comprehensive approach that includes a deep understanding of character education, appropriate teaching techniques, supportive facilities, and a collaborative commitment among all stakeholders is essential for shaping student character. Addressing the challenges posed by student attitudes, educator commitment, and environmental influences is crucial for achieving successful outcomes in character education. By acknowledging and addressing these factors, educational institutions can create a more robust and impactful character education program that fosters the holistic development of students.

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