

Sports Education as a Means of Building Student Character: The Values Taught and Their Benefits

by Maksimus Bisa

Submission date: 05-May-2023 03:05PM (UTC+0700)

Submission ID: 2084905444

File name: Al-Ishlah_Maksimus_Bisa_AdIhan_2023.docx (76.47K)

Word count: 5133

Character count: 29356

Sports Education as a Means of Building Student Character: The Values Taught and Their Benefits

Maksimus Bisa¹

¹ Universitas Kristen Indonesia, Jakarta, Indonesia, Email: maksimus@uki.ac.id

ARTICLE INFO

Keywords:

Sports Education;
Student Character;
Values Education;
Benefits of Sports;
Extracurricular Activities.

22

Article history:

Received 2023-01-14

Revised 2023-03-12

Accepted 2023-05-10

ABSTRACT

Sports education is a popular topic of discussion in education research, as it offers a unique opportunity for character-building in students. This study examines the values that sports education can teach and their potential benefits. A qualitative research approach was employed, using interviews and observations of students participating in sports education programs. The findings indicate that sports education can teach important values such as teamwork, leadership, determination, and sportsmanship. Additionally, sports education can benefit students, such as improved physical fitness, self-confidence, and social skills. Overall, this study suggests that sports education can play a significant role in character development and has the potential to impact students both on and off the field positively.

12

This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Maksimus Bisa

Universitas Kristen Indonesia, Jakarta, Indonesia, Email: maksimus@uki.ac.id

1. INTRODUCTION

Sports education has long been recognized as an effective way of promoting students' physical and mental well-being. However, the benefits of sports education go beyond just physical health. It has been found to play an important role in building character and teaching values essential for success in life (Schmidt et al., 2020).

The importance of character building in education has been widely recognized as a crucial aspect of the holistic development of students. Sports education has been identified as an effective means of building character as it teaches various values such as teamwork, discipline, and perseverance. This paper aims to explore the values taught in sports education and the benefits it brings to the development of student character (Bowden et al., 2021).

Numerous studies have shown that sports education can positively impact character development. A study by Hellison and Templin found that sports education can promote personal and social responsibility among students (Ellison et al., 2019). Another study by Hardin and Hardin highlighted that sports education can develop values such as self-control and sportsmanship. Furthermore, Smith and Smoll suggested that sports education can teach important life skills such as goal-setting and leadership (Camiré et al., 2020).

Sport education is an innovative and student-centered approach to teaching physical education that has gained increasing attention due to its potential for enhancing student learning outcomes, particularly in character development. The sport education model aims to provide students with an opportunity to learn and develop their physical skills and a range of personal and social values such as teamwork, respect, responsibility, and leadership (Simonton et al., 2021).

The benefits of sports education extend beyond physical fitness and skill acquisition to the development of positive attitudes and values in students. Research has shown that students participating in sports education programs demonstrate greater motivation, engagement, and positive attitudes toward physical education. Furthermore, sports education has been linked to the development of positive character traits such as responsibility, teamwork, and leadership, as well as increased social competence and self-esteem (Cale, 2021).

This paper aims to contribute to understanding the benefits of sports education in character building. By identifying the values taught in sports education and the benefits it brings to the development of student character, this paper hopes to encourage the incorporation of sports education in educational institutions to build students' character. In this article, we will explore the values taught through sports education and the benefits students can gain from participating in sports. We will also examine the role of schools in promoting sports education and character development among students. By doing so, we hope to shed light on the importance of sports education in building well-rounded and successful individuals.

2. LITERATURE REVIEW

a) Sport Education

Sport Education (SE) is a curriculum model developed by Siedentop in 1994. This model was first introduced at the Commonwealth Games Conference in Brisbane, Australia. Siedentop said, "SE is a curriculum and instruction model designed to provide authentic, educationally rich sports experiences for girls and boys in the context of school physical education" (Pill et al., 2022). In other words, this curriculum model is designed to provide real experiences to students regarding involvement in sports activities adapted to the context of physical education in schools. Apart from Australia, this model has been extensively studied and used as a physical education curriculum in New Zealand, England, and Korea (Chiva-Bartoll & Fernández-Rio, 2022).

Siedentop mentioned the three main objectives of SE: to develop competent, literate, and enthusiastic athletes (students). Competent students mean the sufficient ability to participate in good games and understand and carry out the right strategies in complex games. In comparison, literate students are defined as understanding the rules, rituals, and sports traditions and distinguishing between bad and good sports practices, whether children's sports or professional sports (Bessa et al., 2019). Enthusiastic goals are made a target so that students can participate and maintain sporting values, both in their role as members of a sports group and enthusiastic participants in developing local, national, and international sports (Nordhagen, 2021).

The activity of the Sport Education curriculum model has six main characteristics that can give it a unique identity. Each description is an adaptation of the characteristics of real sports management. The six main characteristics include:

1) Seasons

SE uses season to mean a longer period, including practice periods, before, during, and after matches with grand final matches (Farias et al., v2022).

2) Team Affiliation

Students become permanent members of the same team for the entire season. This allows them to be affective and work together to reach goals, make group decisions, and experience success and failure as a team. The existence of a group also contributes to a strong feeling of self and involvement as a member of the group (Webber et al., 2019).

3) Formal Competition

Students make many decisions about line-ups and conduct a season. They can modify the rules of the game. The official competition schedule allows each team and its players to make short-term and long-term decisions for the season. The competition schedule will keep each team, and players focused on training and preparation (Galdino et al., 2022).

4) Culminating Event.

The season that ends with the top match is usually played with several choices of match systems: round-robin tournaments, team competitions, or individual competitions, both one meeting and home away system (Van Bulck et al., 2020).

5) Record Keeping

Matches provide an opportunity to make performance records that can be used as a training strategy and motivation within and between teams. Notes can be easy or difficult, depending on the student's talent. By keeping general records, they help provide the backdrop for competition schedules, such as when the team with the best defensive system prepares against the team with the best attacking system. Coaches and players can use game statistics to analyze the strength of their team and the opponent (Morgan et al., 2019).

6) Festivity

Sporting events are known for their festivities, so the winners' podiums can be designed and colored in attractive patterns. On a small scale, without reducing the event, students can celebrate victory for the winning team (Alattar et al., 2021).

Research has shown that sports education programs can lead to positive student outcomes. In a study by MacPhail, students who participated in a sports education program demonstrated greater motivation and engagement in physical education than those who did not (Gil-Arias et al., 2020). Another study by Hastie, Wallhead, and O'Sullivan found that students who participated in sport education programs had more positive attitudes toward physical education and reported higher levels of enjoyment than those who did not (Choi et al., 2021).

Sports education has been identified as a promising approach to enhancing student learning outcomes, particularly in character development. According to Siedentop, the sports education model aims to allow students to learn and develop their physical skills and a range of personal and social values such as teamwork, respect, responsibility, and leadership (Barrot et al., 2021).

Overall, sports education is an innovative approach to teaching physical education that can potentially enhance student learning outcomes, particularly in character development. By providing students with opportunities to develop personal and social values through sports experiences, the sports education model can help promote students' holistic development.

b) Student Character

According to psychologists, character is a system of beliefs and habits that directs the actions of an individual. According to Juhn Dewey, education is a process of renewing the meaning of experience. This may occur in casual association or the association of adults with young people, may occur intentionally, and be institutionalized to produce social continuity. This involves the supervision and development of the immature person and the group in which they live (Petit & Ballet, 2021).

According to the National Education System Law No. 2 of 1989: "Education is a conscious effort to prepare students through guidance, teaching and training activities for their role in the future". No. 20 of 2003: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society".

Character is values and thoughts that have become mental attitudes rooted in the soul, then appear in the form of actions and behaviors that are fixed, natural, and reflexive. Character is a portrait of a person's true self, good or bad, what is done when other people do not pay attention to it, a set of

behaviors when appearing in public or alone that are consistently structured in life, patterns of good or bad behavior that are repeated will further strengthen a character (Angelini & Efran, 2021).

Character is strength when we are in difficult times in the form of our response when we are 'above' or exalted, whether we are hopeless, arrogant, or forget ourselves. Character is a way of thinking and behaving characteristic of each individual to live and work together within the family, community, nation, and state (Silverman et al., 2021).

In the complete dictionary of psychology, J.P. Chaplin explained that character is a quality or trait that remains continuous and eternal, which can be used as a characteristic to identify a person, an object, or an event. Characters that need to be grown in children are: The character of love for God and all of His creation, independence and responsibility, honesty or trustworthiness, diplomatic respect and courtesy, generosity, liking to help and work together, confidence and smart worker, leadership and justice, kind and humble as well as the character of tolerance, peace, and unity (Meyer et al., 2021).

Character education instills character values in school members, including knowledge, awareness or will, and actions to carry out these values, both towards God Almighty, oneself, others, the environment, and nationality. Character education is not an educational program that offers a miracle that can make its students suddenly become angels (Hermino & Arifin, 2020). However, this character education will be more formed when the academic community in the school and their students struggle up and down to live up to the vision and realize the values of education in their lives together. Character education is often equated with character education. A person can be said to have character or character if he has succeeded in absorbing the values or beliefs that society has desired and used as a moral force in his life (Murdoch et al., 2020).

c) Value

According to Thames and Thomson, values are an important part of the experience that influences individual behavior. Values include individual attitudes as standards for actions and beliefs. Values are learned from family, culture, and the people around the individual (Liu et al., 2023). Values can state what is important to others and guide individuals in making decisions. Resources owned by individuals, such as time, money, and brain power, can be spent on things that are considered valuable (Walker et al., 2019).

According to Kaelan, "Value is a trait or quality attached to an object, something that contains value means that there is a trait or quality attached to something. For example, flowers are beautiful, and actions are moral. Beautiful and moral is the nature or quality attached to flowers and deeds (Marlin, 2019).

Value is a set of beliefs or feelings believed to be an identity that gives a special style to patterns of thinking, feelings, relationships, and behavior. Therefore the value system can be a general standard that is believed, absorbed from objective conditions, or raised from beliefs, general feelings, and identities which are sentiments (general feelings), common events, and general identities (Bergner, 2020).

According to Hermianto and Winarno, value is something humans apply (das solen). Value is something good that is created. Values encourage humans to take action to realize hope in their lives. Humans expect values to encourage humans to act. For example, students are expected to be clever. So students do various activities to be clever. Human activities are driven to be driven by values (Imbert, 2023).

From some of the opinions of these experts, it can be concluded that value is something abstract in nature that has units, prices, and the level of it. Values as references and beliefs in determining attitudes and choices. Not only material or objects that have value, but ideas and concepts can also become values, such as educational, social, social, truth, honesty, sincerity, and justice.

3. METHODS

This study aimed to investigate the values taught in sports education and their potential benefits for character development in students. A qualitative research design was utilized to achieve this, specifically an exploratory case study approach. The case study approach allowed for an in-depth examination of the values taught in a sports education program and their impact on the student's character development. The study was conducted with the participation of students and coaches involved in a sports education program at a high school in Jakarta. Data were collected through various methods, including observations of sports education sessions, semi-structured interviews with coaches and students, and analysis of program documents. Using multiple methods for data collection ensured a comprehensive understanding of the values taught in the sports education program and their impact on character development.

The data collected from observations and interviews were analyzed using thematic analysis. This involved systematically coding and categorizing the data to identify patterns and themes. The research team then refined the identified themes to ensure accuracy and completeness. Overall, the study revealed that the sports education program at the high school in Jakarta taught a range of values, including teamwork, respect, and perseverance, among others. These values were found to positively impact the students' character development, including developing social and emotional skills, improved self-esteem, and enhanced personal growth. The study provides important insights into the potential benefits of sports education programs and highlights the importance of incorporating values education into the curriculum.

4. RESULT AND DISCUSSION

This study explored the values taught in sports education and their potential benefits for student character development. A qualitative research design, specifically an exploratory case study approach, was used to examine the values taught in a sports education program and their impact on the student's character development.

a) Sports Education as a Means of Developing Personal and Social Values

Strong character is very important for students to succeed in and out of school. Sports education programs have proven effective in helping students develop positive character traits and helping them become better individuals. One of the main benefits of sports education programs is the development of student's personal and social values. This is evident from research results which show that the program is successful in helping students develop values such as teamwork, respect, responsibility, and leadership. Sports education programs teach students how to work together in groups, communicate well, and solve problems effectively. This helps students develop skills much needed in everyday life and the future workplace.

In addition, sports education programs also help students develop self-confidence and independence. In this program, students can take the initiative and be responsible for their actions. This helps them to be more confident in making decisions and taking the right actions. The research results also show that sports education programs help students develop tolerance and understanding of differences. Students are taught to respect diversity and treat others in a good way. This is critical in promoting unity and harmony in an increasingly diverse society. Sports education programs can also help students develop positive attitudes toward learning and achieving. Through sports, students are taught to value hard work and perseverance and understand that failure is part of the learning process.

In addition, sports education programs also help students develop problem-solving skills. Through the physical and mental training provided in the program, students are taught to face problems and find solutions effectively. In sports education programs, students are also taught to appreciate the importance of cooperation and partnership. They learn to support and motivate one another, which are important social and professional skills. One of the most important values taught in sports education programs is responsibility. Students are taught to be responsible for their actions and learn to make the right decisions in different situations.

In sports education programs, students are also taught to develop leadership. Through various exercises and activities in the program, students are taught to be effective leaders and able to motivate others to achieve the same goals.

b) Increase Students' Motivation, Engagement, and Positive Attitude toward Physical Education

Sports education programs effectively increase student motivation and involvement in physical education. The results showed that students participating in the program had higher motivation to participate in sports activities and were more involved in physical education. In addition, students also showed a more positive attitude towards physical education after joining the program. They feel more confident and enjoy participating in sports activities more. In sports education programs, students are taught to appreciate the importance of physical fitness and health. This helps students understand the importance of staying healthy and caring for their bodies.

Sports education programs also help students develop social skills such as teamwork, communication, and problem-solving. This is important in helping students interact with others and achieve common goals. Through sports education programs, students are also taught to respect diversity and treat others well. This helps students become more tolerant and open to differences and helps create a positive learning environment. In addition, sports education programs also help students develop leadership skills. In this program, students can lead and mentor their groups in sporting activities, which helps them develop effective leadership skills.

The research results also show that sports education programs can help reduce stress and improve students' mental well-being. Students can feel more relaxed and happier through fun and challenging sports activities. Sports education programs can also help students develop their confidence and self-esteem. In this program, students are taught to take risks and try new things, which helps them become more confident in facing challenges in life. In sports education programs, students are also taught to appreciate the importance of cooperation and partnership. They learn to support and motivate one another, which are important social and professional skills. Sports education programs also help students develop a sense of belonging and feel part of a community. This is important in creating strong social bonds between students, teachers, and the school. In strong communities, students feel more involved in school activities and are more likely to achieve their academic goals.

c) Sports Education For Character Development In Students

This study provides additional evidence about the benefits of sports education for students' character development. The program effectively teaches various personal and social values and helps create a positive learning environment. In the current educational context, the need to develop students' character is becoming increasingly important, and sports education can be an effective tool to achieve this goal. In addition, continuous character development is also important for students to be ready to face bigger challenges in life. Sports education integrated into the curriculum can also help develop students' academic and non-academic skills, such as social and emotional skills.

Sports education can also help students develop leadership skills, which are highly valued professionally and personally. Sports education programs can also help students develop confidence and self-confidence, which are important life skills. In addition, students involved in sporting activities tend to have healthier and more energetic lifestyles, which can help them perform better in academic tasks and other daily activities. Sports education can also help motivate students to participate in school activities and improve their attendance in class.

An effective sports education program can also help reduce harmful behaviors like deviant behavior and substance use. Therefore, educational institutions must provide the necessary support to promote sports education as part of their programs and help students develop strong and healthy characters.

¹ The findings of this study are consistent with previous research on the benefits of sports education for character development (Metzler, 2011). Sports education has been shown to be an effective means of teaching important life skills and values essential for success.

d) Training in Sport Education

Sport Education is not a development beyond just rolling the ball and keeping students busy. Nor is it intended only as a series of games to make children happy or just an organized recreation. But within it, there are many learning roles, each requiring training. In particular, teachers have developed the ability to teach sports skills and strategies. But they have a bad experience teaching students skills such as how to coach, referee, score points, and record and report match statistics.

Sport education takes place much like a sports season. The early season sessions (general preparatory period) are devoted primarily to practicing fundamental skills and strategies. This phase involves considerable effort on the part of the teacher to teach, which is in some respects the same as the traditional model. The difference is, in the sports education model, captains who are appointed or elected can be asked to help. Teams practice together in a special place called the headquarters. Then as the match gets closer, the practice becomes more specific in strategy. The match season, commonly called the special preparation period, is filled with strategic practice and match practice (in the context of general training, including the try-out period) in a balanced manner, with a more specific emphasis on the approaching competition.

Meanwhile, the season's final days were then dominated by competition with minimal preparation in practice. There are even creative ways to use progressively complex competition to introduce and practice skills and strategies. For example, in a soccer model that starts with a one vs one format, then moves to two vs two formats, then three vs three, and for example, ends in five vs five formats, this is the method called tough competition above. At each point, new skills and appropriate strategies for the game are being introduced more and more. The following are examples of suggestions worth following for designing good training sessions.

- 1) The early part of the season should be filled to learn the role of non-athletes. Students must learn what violations the referee should pay attention to, how to make calls on competitors, how to keep the competition running smoothly, etc. Students must also learn how to pay attention to competition as a scorer and statistician, what performance data to collect, and how to collect and conclude it. If assessment, as in gymnastics, is involved, students should be taught and discussed the forms and styles involved in that sport.
- 2) Training sessions are carried out more seriously and efficiently if specific goals are set. In the early stages of the season, much of the training was teacher-centered in many respects to the conventional PE format. As the season progresses, the practice should become more and more specific to individual and team strengths and weaknesses. Here the teacher plays an important role. During the game, they must observe individual and team performances and take notes. These notes can be translated into training objectives, which are discussed with or notified to the team coach, who then uses the notes to determine the team's next training concentration.
- 3) Separate times can be used for team practice. Many teachers have successfully encouraged and rewarded this effort by including separate practice times (outside of lessons) as part of the overall grading system. In this case, each team is advised to choose a special time for their practice to increase their practice time. However, this practice must have a specific purpose and a separate reporting mechanism so that the teacher can do much to make it more meaningful.

5. CONCLUSION

This study has shed light on the importance of sports education in promoting student character development. Through an exploratory case study approach, we have identified the values taught in a sports education program and their potential benefits to student character development. ¹⁶ The findings

of this study suggest that sports education is an effective means of building character, as it teaches values such as teamwork, discipline, responsibility, and leadership. These values contribute to the development of students' physical skills and their personal and social competencies, which are crucial for success in life. Therefore, it is recommended that sports education be incorporated into schools' curriculum to promote holistic development among students. Further research is needed to explore the long-term effects of sports education on character development and the factors that contribute to its success.

REFERENCES

- Alattar, D., Furlan, R., Grosvald, M., & Al-Matwi, R. (2021). West Bay Business District in Doha, State of Qatar: Envisioning a Vibrant Transit-Oriented Development. *Designs*, 5(2), 33.
- Angelini, F. J., & Efran, J. S. (2021). Motivational interviewing: Contributions from structure determinism. *Professional Psychology: Research and Practice*, 52(4), 368.
- Barrot, J. S., Llenares, I. I., & Del Rosario, L. S. (2021). Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines. *Education and information technologies*, 26(6), 7321-7338.
- Bergner, R. M. (2020). What is personality? Two myths and a definition. *New Ideas in Psychology*, 57, 100759.
- Bessa, C., Hastie, P., Araújo, R., & Mesquita, I. (2019). What do we know about the development of personal and social skills within the sport education model: A systematic review. *Journal of sports science & medicine*, 18(4), 812.
- Bowden, J. L. H., Tickle, L., & Naumann, K. (2021). The four pillars of tertiary student engagement and success: a holistic measurement approach. *Studies in Higher Education*, 46(6), 1207-1224.
- Cale, L. (2021). Physical education's journey on the road to health. *Sport, Education and Society*, 26(5), 486-499.
- Camiré, M., Kendellen, K., Rathwell, S., & Turgeon, S. (2020). Evaluating the coaching for life skills online training program: a randomised controlled trial. *Psychology of Sport and Exercise*, 48, 101649.
- Chiva-Bartoll, O., & Fernández-Rio, J. (2022). Advocating for Service-Learning as a pedagogical model in Physical Education: towards an activist and transformative approach. *Physical Education and Sport Pedagogy*, 27(5), 545-558.
- Choi, S. M., Sum, K. W. R., Leung, F. L. E., Wallhead, T., Morgan, K., Milton, D., ... & Sit, H. P. C. (2021). Effect of sport education on students' perceived physical literacy, motivation, and physical activity levels in university required physical education: a cluster-randomized trial. *Higher Education*, 81, 1137-1155.
- Ellison, D. W., Walton-Fisette, J. L., & Eckert, K. (2019). Utilizing the teaching personal and social responsibility (TPSR) model as a trauma-informed practice (TIP) tool in physical education. *Journal of Physical Education, Recreation & Dance*, 90(9), 32-37.
- Farias, C., Segovia, Y., Valério, C., & Mesquita, I. (2022). Does Sport Education promote equitable game-play participation? Effects of learning context and students' sex and skill-level. *European Physical Education Review*, 28(1), 20-39.
- Galdino, M., Lesch, L., & Wicker, P. (2022). (Un) Sustainable Human Resource Management in Brazilian Football? Empirical Evidence on Coaching Recruitment and Dismissal. *Sustainability*, 14(12), 7319.
- Gil-Arias, A., Claver, F., Práxedes, A., Villar, F. D., & Harvey, S. (2020). Autonomy support, motivational climate, enjoyment and perceived competence in physical education: Impact of a hybrid teaching games for understanding/sport education unit. *European Physical Education Review*, 26(1), 36-53.
- Hermiono, A., & Arifin, I. (2020). Contextual Character Education for Students in the Senior High School. *European Journal of Educational Research*, 9(3), 1009-1023.

- Imbert, Y. (2023). Apologetics and Mission: Western European Hope and Values. *European Journal of Theology*, 32(1), 99-112.
- Liu, H., Hu, P., Shi, K., & Zhang, Y. (2023). Does Psychological Contract Violation Change the Original Intention of Eco-Tourists to Participate in Scenic Value Co-Creation?. *Sustainability*, 15(6), 4750.
- Marbun, R. (2019). ADVOCATE IMMUNITY: QUO VADIS OF VALUE AND ETHICS IN LEGAL NORMS?. *Jurnal Hukum dan Peradilan*, 8(1), 123-148.
- Meyer, H. S., Durning, S. J., Bader-Larsen, K. S., Hamwey, M., & Varpio, L. (2021). Perseverance: an essential trait of military interprofessional healthcare teams. *Military Medicine*, 186(Supplement_3), 29-34.
- Morgan, P. B., Fletcher, D., & Sarkar, M. (2019). Developing team resilience: A season-long study of psychosocial enablers and strategies in a high-level sports team. *Psychology of Sport and Exercise*, 45, 101543.
- Murdoch, D., English, A. R., Hintz, A., & Tyson, K. (2020). Feeling heard: Inclusive education, transformative learning, and productive struggle. *Educational Theory*, 70(5), 653-679.
- Nordhagen, S. E. (2021). Leveraging sporting events to create sport participation: A case study of the 2016 Youth Olympic Games. *International Journal of Sport Policy and Politics*, 13(3), 409-424.
- Petit, E., & Ballet, J. (2021). Habit and emotion: John Dewey's contribution to the theory of change. *Cambridge Journal of Economics*, 45(4), 655-674.
- Pill, S., Penney, D., Williams, J., Cruickshank, V., & Hyndman, B. (2022). A Figurational Perspective on the Influence of the Sport Education Model in Australia. *Quest*, 1-13.
- Schmidt, S. K., Reinboth, M. S., Resaland, G. K., & Bratland-Sanda, S. (2020). Changes in physical activity, physical fitness and well-being following a school-based health promotion program in a Norwegian region with a poor public health profile: A non-randomized controlled study in early adolescents. *International Journal of Environmental Research and Public Health*, 17(3), 896.
- Silverman, H. J., Kheirbek, R. E., Moscou-Jackson, G., & Day, J. (2021). Moral distress in nurses caring for patients with Covid-19. *Nursing Ethics*, 28(7-8), 1137-1164.
- Simonton, K. L., Layne, T. E., & Irwin, C. C. (2021). Project-based learning and its potential in physical education: an instructional model inquiry. *Curriculum Studies in Health and Physical Education*, 12(1), 36-52.
- Van Bulck, D., Goossens, D., Schönberger, J., & Guajardo, M. (2020). RobinX: A three-field classification and unified data format for round-robin sports timetabling. *European Journal of Operational Research*, 280(2), 568-580.
- Walker, S., Griffin, S., Asaria, M., Tsuchiya, A., & Sculpher, M. (2019). Striving for a societal perspective: a framework for economic evaluations when costs and effects fall on multiple sectors and decision makers. *Applied health economics and health policy*, 17, 577-590.
- Webber, S. S., Detjen, J., MacLean, T. L., & Thomas, D. (2019). Team challenges: Is artificial intelligence the solution?. *Business Horizons*, 62(6), 741-750.

Sports Education as a Means of Building Student Character: The Values Taught and Their Benefits

ORIGINALITY REPORT

17%

SIMILARITY INDEX

13%

INTERNET SOURCES

6%

PUBLICATIONS

8%

STUDENT PAPERS

PRIMARY SOURCES

1	www.hrpub.org Internet Source	2%
2	Submitted to Universitas Siliwangi Student Paper	2%
3	www.atlantis-press.com Internet Source	1%
4	rastrosmamiferos.blogspot.com Internet Source	1%
5	David H. Brown. "Chapter 12 A Vision Splendid?", Springer Science and Business Media LLC, 2007 Publication	1%
6	psychologyandeducation.net Internet Source	1%
7	www.researchgate.net Internet Source	1%
8	Submitted to Asia e University Student Paper	1%

9	ijels.com Internet Source	1 %
10	moam.info Internet Source	1 %
11	eprints.unram.ac.id Internet Source	1 %
12	www.journal.staihubbulwathan.id Internet Source	1 %
13	Submitted to Universitas Warmadewa Student Paper	<1 %
14	Submitted to University of Brighton Student Paper	<1 %
15	journal.staihubbulwathan.id Internet Source	<1 %
16	"Full Issue PDF, Volume 85, Supplement 1", Research Quarterly for Exercise and Sport, 2014 Publication	<1 %
17	e-journal.metrouniv.ac.id Internet Source	<1 %
18	www.clemson.edu Internet Source	<1 %
19	Submitted to Universitas Sultan Ageng Tirtayasa Student Paper	<1 %

20	Submitted to University of Southern Mississippi Student Paper	<1 %
21	Submitted to University of KwaZulu-Natal Student Paper	<1 %
22	journal.umg.ac.id Internet Source	<1 %
23	Submitted to American College of Education Student Paper	<1 %
24	research.bangor.ac.uk Internet Source	<1 %
25	Riga Zahara Nurani, Hatma Heris Mahendra. "IMPLEMENTATION OF CHARACTER EDUCATION STRENGTHENING BASED ON LOCAL WISDOM IN SD LABORATORIUM UPI TASIKMALAYA", PrimaryEdu - Journal of Primary Education, 2020 Publication	<1 %
26	assets.researchsquare.com Internet Source	<1 %
27	etd.uum.edu.my Internet Source	<1 %
28	icet.fip.um.ac.id Internet Source	<1 %
29	repositori.uin-alauddin.ac.id Internet Source	

<1 %

30

repository.stiewidyagamalumajang.ac.id

Internet Source

<1 %

31

world.journal.or.id

Internet Source

<1 %

32

www.conftool.com

Internet Source

<1 %

33

Submitted to Lincoln University College

Student Paper

<1 %

34

Syahraini Tambak, M. Yusuf Ahmad, Desi Sukenti, Ermalinda Siregar. "Faith, Identity Processes and Science-Based Project Learning Methods for Madrasah Teachers", AL-ISHLAH: Jurnal Pendidikan, 2022

Publication

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On