

ORIGINAL

Character Formation Through Value Education in Physical Education

Formación del carácter a través de la educación en valores en la educación física

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ABSTRACT

This study explores how character formation can be achieved through values education in physical education. Employing a qualitative case study approach, the research involved 30 purposively selected physical education teachers from elementary, junior high, and senior high schools in West Sumatera. Data collection was conducted through semi-structured interviews, classroom observations, and document analysis to examine how values are taught, modeled, and reinforced during physical education lessons. Thematic analysis was used to identify key patterns and themes in the data, supported by triangulation, member checking, and peer debriefing to ensure trustworthiness. The findings reveal that physical education provides a unique and effective platform for integrating value-based learning. Teachers play a vital role in modeling positive behaviors such as honesty, discipline, respect, and teamwork. Character development is fostered through practical activities, guided reflections, structured feedback, and building positive relationships. Furthermore, values are contextualized to students' daily lives, making the lessons more meaningful and applicable beyond the classroom. Teachers also reported challenges, including limited resources and lack of training support. Overall, the study highlights the transformative potential of physical education in shaping students' moral and social development. It calls for a greater emphasis on teacher preparation, curriculum design, and institutional support to ensure that character education is effectively embedded in physical education programs. This integration not only enhances students' physical well-being but also contributes to nurturing ethical, empathetic, and responsible individuals.

Keywords: Quality Education; Physical Education; Values Integration; Teacher Role; Moral Development.

RESUMEN

Este estudio explora cómo se puede lograr la formación del carácter mediante la educación en valores en educación física. Mediante un enfoque cualitativo de estudio de caso, la investigación involucró a 30 profesores de educación física, seleccionados intencionalmente, de escuelas primarias, secundarias y preparatorias de Sumatra Occidental. La recopilación de datos se realizó mediante entrevistas semiestructuradas, observaciones en el aula y análisis de documentos para examinar cómo se enseñan, modelan y refuerzan los valores durante las clases de educación física. Se utilizó un análisis temático para identificar patrones y temas clave en los datos, con el apoyo de la triangulación, la verificación de miembros y la sesión informativa.

entre pares para garantizar la fiabilidad. Los hallazgos revelan que la educación física proporciona una plataforma única y eficaz para integrar el aprendizaje basado en valores. Los profesores desempeñan un papel vital en la modelación de comportamientos positivos como la honestidad, la disciplina, el respeto y el trabajo en equipo. El desarrollo del carácter se fomenta mediante actividades prácticas, reflexiones guiadas, retroalimentación estructurada y la construcción de relaciones positivas. Además, los valores se contextualizan en la vida cotidiana de los estudiantes, lo que hace que las lecciones sean más significativas y aplicables más allá del aula. Los profesores también informaron de desafíos, como la escasez de recursos y la falta de apoyo formativo. En general, el estudio destaca el potencial transformador de la educación física para moldear el desarrollo moral y social del alumnado. Exige un mayor énfasis en la formación docente, el diseño curricular y el apoyo institucional para garantizar que la educación del carácter se integre eficazmente en los programas de educación física. Esta integración no solo mejora el bienestar físico del alumnado, sino que también contribuye a la formación de individuos éticos, empáticos y responsables.

Palabras clave: Educación de Calidad; Educación Física; Integración de Valores; Rol Docente; Desarrollo Moral.

INTRODUCTION

Physical education holds a unique position in the educational landscape, extending beyond mere physical activity to encompass the holistic development of individuals.⁽¹⁾ It is increasingly recognized as a vital component in shaping character and instilling values in students.⁽²⁾ The integration of character education within physical education curricula offers a promising avenue for nurturing ethical behavior, social responsibility, and personal integrity.⁽³⁾ Physical education serves as a conduit for instilling values through experiential learning.⁽²⁾ This paper explores the role of physical education teachers in guiding students to form character through value education, examining the pedagogical approaches, challenges, and opportunities inherent in this endeavor. Physical education is not merely about physical prowess; it is a holistic approach that molds character, instills values, and cultivates essential life skills.⁽⁴⁾ This is achieved through well-structured, systematically implemented programs utilizing diverse instructional mediums.⁽³⁾

Physical education and sports serve as ideal platforms for character development and moral growth.⁽⁵⁾ Physical education teachers play a pivotal role in this process, acting as facilitators, mentors, and role models who guide students toward the internalization of positive values. They can create conducive environments for acquiring pro-social skills.⁽⁶⁾ Physical education offers unique opportunities for students to develop essential character traits such as teamwork, discipline, resilience, respect, and fair play.⁽⁶⁾ By strategically designing activities and employing effective pedagogical techniques, physical education teachers can foster the holistic development of their students, shaping them into responsible and ethical individuals.⁽⁷⁾ Through carefully designed activities, teachers can guide students towards internalizing values, promoting ethical behavior, and cultivating social responsibility.⁽⁸⁾

Value education in physical education is grounded in several key theoretical frameworks. These frameworks provide a roadmap for teachers to integrate character development into their curriculum, ensuring that students not only develop physical skills but also cultivate essential values.⁽⁹⁾ Social learning theory emphasizes the importance of modeling and reinforcement in shaping behavior. In the context of physical education, teachers can model desired values such as sportsmanship, respect, and perseverance, and reinforce these behaviors through positive feedback and recognition.⁽⁶⁾ Cognitive developmental theory suggests that moral reasoning develops in stages, with individuals progressing from a focus on self-interest to a concern for universal ethical principles. Physical education activities can be designed to challenge students' moral reasoning, prompting them to consider the ethical implications of their actions and make decisions based on principles of fairness and justice.⁽²⁾ Constructivist learning theory emphasizes the importance of active learning and reflection in the construction of knowledge and values. Physical education activities can provide students with opportunities to engage in problem-solving, decision-making, and reflection, fostering a deeper understanding of values and their application in real-world situations. Teachers need to clearly define values such as respect and positive interaction within the context of physical activity.^(10,11)

Physical education teachers employ a variety of pedagogical approaches to foster character formation in their students. Cooperative learning activities, where students work together towards a common goal, promote teamwork, communication, and empathy. Games and sports provide opportunities for students to practice sportsmanship, respect for rules, and fair play, teaching them to handle both victory and defeat with grace.

⁽⁶⁾ Role-playing scenarios explore ethical dilemmas and encourage students to consider different perspectives.

⁽¹²⁾ Explicit instruction in values, where teachers directly teach and discuss values such as honesty, integrity, and responsibility, helps students develop a clear understanding of these concepts. Creating a supportive and

inclusive learning environment is crucial for character formation. Students are more likely to internalize values when they feel safe, respected, and valued in the classroom. Teachers should strive to create a culture of trust, where students feel comfortable taking risks, making mistakes, and learning from their experiences. Studies indicate that critical reflection on social issues related to sports helps question norms.⁽¹³⁾

Integrating value education into physical education is supported by several studies. Research highlights the potential of physical education to cultivate essential life skills, promote social responsibility, and foster ethical behavior.⁽¹⁴⁾ Some researchers have developed and designed intervention programs to promote the moral development of students and athletes during physical education class and sport related activities.⁽⁹⁾ These programs typically involve explicit instruction in values, cooperative learning activities, and opportunities for reflection and discussion. However, these intervention programs have primarily focused on the psychological variables of moral reasoning, intention, and behavior, neglecting the social factors influencing moral action.

Research Questions

1. How do you instill universal values such as honesty, discipline, and sportsmanship in students in sports activities?
2. What strategies do you employ to convey values such as cooperation and responsibility through sports activities at school?
3. Do you do reflection or discussion with students after sports activities? If so, what form does it take?
4. How do you build positive and supportive relationships with students to support the learning of values?
5. What form of appreciation or feedback do you usually give to students who demonstrate positive behavior?
6. How do you relate the values taught in physical education to students' daily lives?

Research Objectives

1. Identify how teachers instill universal values such as honesty, discipline, and sportsmanship through sports activities at school.
2. Explore the strategies teachers use to convey the values of cooperation and responsibility in sports activities.
3. Describe the forms of reflection or discussions held with students after sports activities as a means of internalizing values.
4. Analyze how teachers build positive and supportive relationships with students to support value learning.
5. Explain the forms of appreciation or feedback given to students who demonstrate positive behavior during sports lessons.
6. Examine how teachers connect the values taught in physical education to students' daily lives.

METHOD

Design

In order to obtain in-depth data, a collective case study design was used to explore multiple instances across different levels, involving 30 participants. In this study, it involved exploring and understanding the experiences of physical education teachers in guiding students to form character through value education. The case study allowed for a rich and nuanced understanding of the complexities involved in this process.

Data was collected through a variety of methods, including observations, interviews, and document analysis. Classroom observations took place in physical education classes to examine the interactions between teachers and students, as well as the activities and strategies used to promote character development. Interviews with physical education teachers provided insights into the challenges and opportunities of integrating value education into their teaching. Additionally, document analysis reviewed curriculum materials, lesson plans, and other relevant documents to identify the values and character traits emphasized in the physical education program.⁽¹⁵⁾

Participants

This study involved 30 physical education teachers from elementary, junior high, and senior high schools in West Sumatera, with 10 teachers from each school level. The sample size of 30 was determined based on the need to gather diverse perspectives on value-based learning across different educational levels. Purposive sampling was employed to select participants who were specifically experienced and actively involved in value-based education. This technique was used to ensure that the participants had relevant expertise and could provide in-depth insights into character formation through physical education. All participants had a bachelor's

degree and were selected purposively based on their experience and involvement in value-based learning. At the elementary school level, the composition of teachers was balanced between male and female, with 8-20 years of teaching experience. At the junior high school level, the majority of teachers were male, with 4-20 years of experience. Meanwhile, senior high school teachers had the most diverse experience, from 4 to 33 years, with a relatively balanced gender composition. The diversity of backgrounds and experiences of the participants provided a rich perspective in examining character formation through value education in physical education.

Data Triangulation

The trustworthiness of the findings was enhanced through data triangulation, member checking, and peer debriefing. Data triangulation involved using multiple sources of data to corroborate findings and enhance validity.⁽¹⁶⁾ In this study, data was triangulated by comparing data from observations, interviews, and document analysis. Member checking was conducted after the initial analysis, where the findings were shared with participants to ensure that they accurately reflected their experiences and perspectives.⁽¹⁷⁾ Peer debriefing involved discussing the findings with independent researchers in the field of education and value-based learning to obtain feedback and identify potential biases or limitations, further enhancing the credibility of the findings.

The results showed that the dominant character education values were love of peace, hard work, communicativeness, creativity, and curiosity.⁽¹⁸⁾ These values of character education are implemented through integration in learning and habituation activities in schools.^(3,19)

RESULTS

Based on the findings related to this study, there are 3 data sources which are then analyzed and reviewed in more depth. Among others: interviews, observations and documentation. Based on the results of interviews conducted on 30 physical education teachers, the following answers emerged from the data.

Interview

Based on the findings related to this study, three data retrieval methods were analyzed and reviewed in more depth: interviews, observations, and documentation. The results of the interviews conducted with 30 physical education teachers clearly reveal the following insights:

Question 1: How do you instill universal values such as honesty, discipline, and sportsmanship to students in sports activities?

"I always try to be a role model for students. In every activity, I demonstrate an attitude that reflects the values I teach, such as honesty, discipline, and of course sportsmanship. For example, when participating in inter-school competitions, I emphasize to students that respecting opponent and accepting the results of the match with an open heart is much more important than just pursuing victory. I myself demonstrate that attitude, such as congratulating opponents when we lose and inviting students to appreciate the efforts of all parties. I want them to see that these values must be realized in real actions".

Question 2: What is your strategy in conveying values such as cooperation and responsibility through sports activities at school?

"I use a lot of practical activities in learning. In sports activities, I design games or group exercises that require students to interact, work together, and respect each other. For example, in a relay game, each student has an important role and cannot win alone. From there, they learn about responsibility, teamwork, and how to appreciate the contributions of friends. Activities like this are very effective because they don't just hear the theory, but experience and feel it directly".

Question 3: Do you do reflection or discussion with students after sports activities? If so, what form does it take?

"Yes, I routinely do reflection and discussion sessions after sports activities. I usually start with simple questions such as, "What did you learn from the game?" or "How did you feel when you lost or won?" These questions help students realize their experiences and how values such as sportsmanship or empathy emerged in the activity. From there, we have deeper discussions, including how they can apply these attitudes in their daily lives. I want them to know that learning values doesn't stop on the field".

Question 4: How do you build positive and supportive relationships with students to support the learning of values?

"I try to get to know each student one-on-one. Not just as a student, but as an individual. I take the time to listen to their stories, ask how they are, or respond when they have problems, whether academic or personal.

I want them to feel heard and valued. When this emotional connection is built, I feel that students become more open and more easily absorb the values that I teach. They do not just follow because they are told to, but because they feel trusted and supported”.

Question 5: What form of appreciation or feedback do you usually given to students who demonstrate positive behavior?

“I always try to provide positive feedback, even for small things. If there are students who show sportsmanship, such as helping a friend who falls or encouraging them even though their team loses, I praise them directly in front of the class. Sometimes I also give symbolic awards, such as stickers or small certificates. I do this so that they know that positive attitudes are also important and worthy of appreciation, not just academic achievement or winning a competition”.

Question 6: How do you relate the values taught in physical education to students’ daily lives?

“I always try to relate their experiences on the field to their daily lives. For example, when students learn about cooperation in games, I ask, “At home or in your environment, when do you cooperate with others?” or “How can you show mutual respect outside of school?” In this way, they realize that values such as respect, empathy, or responsibility are not only important in sports lessons, but are also relevant in their everyday interactions”.

Observation

To obtain research results that align with what was conveyed by the participants, confirmation and direct checks were conducted in the field by observing the implementation of value learning through physical education, as previously mentioned. It was observed that physical education teachers had indeed implemented universal values at all levels of elementary, junior high, and high school. However, this process has not been implemented in a programmed and well-structured manner. Resulting in suboptimal internalization of values. Physical education teachers focus more on implementing physical activity programs and psychomotor learning based on sports (such as: football, volleyball, athletics, futsal, and so on). At the elementary school level, teachers introduce more basic movement branches and use sports branches as one of the learning facilities (only occasionally implementing value learning programs). At the junior high school level, physical education teachers do more to develop more complex motor skills, introduce various sports branches, and improve understanding of basic sports concepts. While at the high school level, learning materials are carried out for the development of sports performance, a deeper understanding of sports concepts, and preparation for higher education or a physically active life.

Documentation

Document review revealed that the “expected student character” (such as discipline, perseverance, responsibility, accuracy, cooperation, tolerance, self-confidence, and courage) was listed in learning devices. However, no clear procedures were outlined for achieving these character goals. Additionally, the evaluation process did not include any assessments related to value learning, and no assessment criteria for character development were documented.

DISCUSSION

Physical education offers a unique platform for fostering character development through value education. Consistent with our findings, teachers emphasized the importance of instilling universal values such as honesty, discipline, sportsmanship, cooperation, and responsibility through direct modeling and practical activities. Teachers in this study shared that they actively demonstrated these values during sports activities and emphasized their relevance in daily life. Effective character education programs integrate the teaching of moral values with daily practices in the school environment.⁽²⁰⁾ However, as observed, while these values were present, the process of implementing value learning was not always systematic or well-structured, which may have contributed to suboptimal internalization of these values among students.

By understanding the theoretical frameworks underpinning value education and employing effective pedagogical approaches, physical education teachers can make a significant contribution to the holistic development of their students, shaping them into responsible, ethical, and engaged citizens. The findings of this study support the idea that physical education provides an exciting opportunity to explore and understand the relationship between social-emotional processes and student outcomes.⁽¹⁵⁾ Moreover, the integration of moral education into physical education acknowledges the significance of nurturing students’ ethical awareness, empathy, and decision-making abilities, as highlighted by the teachers’ focus on character development during their teaching. While physical education is crucial for students’ physical well-being and promotes teamwork,⁽¹³⁾ this study also reinforces its role in fostering character through the internalization of positive values.

The incorporation of character education with physical education curricula presents an encouraging path towards fostering moral behavior, societal obligation, and individual integrity.⁽²¹⁾ The perspective of this article is that the purpose of the elementary physical education program is the development of a physically active lifestyle.⁽²²⁾ This includes teaching students to be physically active throughout their lives, as well as teaching them the knowledge and skills necessary to be physically active. Furthermore, physical education is an integral part of the general educational process, which aims to develop students' physical, mental, emotional, and social well-being.⁽²³⁾ Physical education classes encourage physical development.⁽²⁴⁾ Physical education has many benefits, including improving children's social skills, enhancing their self-esteem, and giving them a chance to succeed in a unique setting.⁽²⁵⁾ Ultimately, this exploration underscores the untapped potential of physical education as a dynamic environment for character development and value integration, advocating for continued research and innovative teaching strategies to fully realize its transformative impact on students' lives.

Physical education programs in elementary schools emphasize mastery of movement skills before learning outcomes of physical activities are achieved.⁽²⁶⁾ Teaching must be effective if children are to acquire the skills to lead a physically active lifestyle.⁽²²⁾ Additionally, student participation in physical education enhances their motor skills, personality, and cognitive abilities.⁽²⁷⁾ Physical education and sports are essential for human development, have a substantial impact on social output, the growth of social connections, and personality, and are regarded as a distinct form of human activity.⁽²⁸⁾ Physical education and sport also have an impact on a person's sense of self-worth and personal growth.⁽²⁸⁾ Physical education encourages children to become more aware of their bodies and the various ways in which they can move. Therefore, physical education enhances overall well-being by facilitating character development and establishing positive values.⁽²⁹⁾

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Teachers as Role Models in Realizing Positive Values

Consistent with the findings of this study, physical education teachers play a crucial role in fostering character development by modeling ideal behavior and establishing a positive and inclusive learning environment. This is strongly evidenced by interview responses, in which teachers consistently emphasized the importance of values such as honesty, discipline, and sportsmanship. For example, several teachers described how they personally modeled these behaviors during interschool competitions—such as congratulating opponents after a loss or encouraging respectful behavior regardless of the outcome. This aligns with the notion that values are best internalized when students can observe them in practice in real-life contexts.

Interview data also revealed that many teachers incorporated group activities—such as relay races—purposefully designed to encourage cooperation and shared responsibility. These activities served not only as a platform for physical skill development but also as practical exercises for students to experience values such as teamwork and accountability. This aligns with the broader literature, but more importantly, it reflects the actual strategies employed by the teachers in this study. However, a key issue that emerged through observation and document analysis was the lack of structured and systematic integration of character education into physical education programs. While teachers demonstrated a strong personal commitment to teaching values, the lack of clear guidelines, program structure, or formal assessment mechanisms hindered consistent internalization across educational levels. For example, while elementary school teachers often introduced values informally through basic movement games, there was no follow-up system to evaluate character development.^(33,34) Similarly, high school programs were found to focus primarily on sports performance, with limited attention to value formation.

Observations confirmed that while values were occasionally mentioned in lessons, the primary focus remained on physical and technical outcomes. A further documentation review supported this, showing that while expected character traits were listed in the learning tools, no detailed strategies or assessments were included to ensure these values were effectively taught and evaluated. This gap between intent and implementation highlights a significant gap in current physical education practices.

Teachers also reported regularly conducting reflection sessions after sports activities—asking questions such as “What did you learn from the game?”—to help students connect their emotional and ethical experiences to the broader context of life. These sessions appear to be a promising but underutilized strategy. While the intent is there, there is no standardized approach or institutional support to ensure their consistency or effectiveness across schools.

Furthermore, teachers' emphasis on building individual relationships with students—listening to their

problems and offering emotional support—illustrates the crucial role of relational pedagogy in the internalization of values.^(23,35) However, this again relies heavily on individual teacher initiatives, rather than overall school strategies.

Overall, the results of this study suggest that physical education offers numerous opportunities for character education, especially when teachers act as role models and design experiential learning activities. However, without a structured framework, institutional support, and assessment tools, the internalization of these values remains inconsistent and highly dependent on the motivation and capacity of individual teachers. This gap between intention and systemic implementation must be addressed to fully harness the transformative potential of physical education in developing students' character and moral awareness.

Learning Values Through Practical Activities in Physical Education

Integrating values education into physical education requires a multifaceted approach, incorporating theoretical foundations, practical strategies, and reflective practices to ensure that students not only understand the importance of values but also embody them in their actions and interactions.⁽¹⁸⁾ Through carefully designed activities and reflective discussions, physical education teachers can facilitate the development of essential character traits and promote a lifelong commitment to ethical behavior and social responsibility. To encourage students to participate and learn from one another, the activities are created to encourage interaction. By giving students real-world experience with the value of teamwork, respect, and accountability, teachers use sports activities as a tool.⁽⁹⁾ This strategy involves teaching students about the importance of honesty, sportsmanship, and teamwork, as well as helping them understand how these values contribute to their overall well-being. Physical education programs provide opportunities for students to apply their knowledge and skills in real-world settings, reinforcing their learning and promoting deeper understanding.^(15,36) Furthermore, physical education fosters social connections by encouraging collaboration and teamwork, which are essential for creating a supportive and inclusive learning environment. This approach helps students understand the connection between physical activity and overall health. By providing a supportive environment and positive reinforcement, teachers can help students develop a lifelong love of physical activity. Physical education classes offer students the chance to learn social skills and behaviors that encourage healthy social interaction. Teachers that have the appropriate training should be able to teach and implement these values in all of their interactions with students or athletes.^(28,37)

Reflection and Discussion as a Means of Strengthening Values

Reflection and discussion are integral components of values education in physical education, providing students with opportunities to analyze their experiences, articulate their understanding of values, and consider how these values apply to various aspects of their lives. Teachers can facilitate structured reflection activities, such as journaling, group discussions, or role-playing scenarios, to prompt students to think critically about their actions and decisions.⁽³⁸⁾ After the activity, teachers encourage pupils to think about what they learned and talk about the principles they picked up.⁽¹⁴⁾ These conversations assist students in understanding how to use these principles in their daily lives. Teachers can foster a culture of reflection by asking open-ended questions that encourage students to share their perspectives, challenge assumptions, and explore alternative viewpoints. Physical education teachers need to be able to handle a wide range of responsibilities, including promoting health, regulating social processes, correcting technical or tactical errors, and assuring safety.⁽³⁹⁾ Reflection activities also provide opportunities for students to connect their experiences in physical education to broader social and ethical issues, fostering a sense of social responsibility and civic engagement. It can also foster an appreciation of the value of cooperation and respect in creating a supportive and equitable society.⁽⁴⁰⁾ The development of moral reasoning is directly influenced by the ability to comprehend and respect the significance of rules and regulations.

Building Positive Relationships between Teachers and Students

Establishing positive relationships between teachers and students is essential for fostering a supportive and inclusive learning environment, where students feel valued, respected, and motivated to engage with the curriculum and embody the values being taught. Teachers can create a welcoming and inclusive classroom climate by demonstrating empathy, active listening, and genuine interest in their students' lives and experiences. This strategy emphasizes the importance of creating an inclusive environment in physical education classes and making sure that all students are treated with respect and dignity.⁽⁴¹⁾ Teachers encourage pupils to participate actively and meaningfully by developing courses that are interesting, pertinent, and culturally responsive.⁽⁴²⁾ Furthermore, instructors act as role models by consistently demonstrating the values they seek to instill in their students, such as respect, integrity, and perseverance. Teachers can foster students' sense of belonging and agency by encouraging them to take ownership of their learning and contribute to the classroom community. Creating a positive school environment and teacher-student relationships is one way to

achieve this.⁽⁴³⁾ Furthermore, encouraging students' social and emotional development can foster a positive school environment by promoting learning, well-being, activity, and possibilities for social and emotional development.⁽⁴⁴⁾ By cultivating trust and rapport with their students, teachers create a safe space for students to take risks, make mistakes, and learn from their experiences, fostering resilience, and a growth mindset. When students feel connected to their teachers and peers, they are more likely to engage in collaborative learning activities, share their ideas and perspectives, and support one another's learning.^(45,46) A positive learning environment, teacher quality, and effective instruction are critical for creating a productive learning environment that encourages students to learn.⁽⁴⁷⁾

The Role of Positive Feedback in Developing Character

Offering constructive feedback is an important strategy for encouraging positive behavior, fostering self-esteem, and motivating pupils to continue striving for excellence in physical education and other areas of life. Teachers should offer specific and focused feedback that highlights students' strengths, efforts, and progress toward their goals. Teachers should also make sure that their students know that they are valued and supported, whether they win or lose, by praising students who display positive behavior.^(48,49) Verbal encouragement and compliments may affect students' performance and psychophysiological states.⁽³⁵⁾ Furthermore, comments that encourage students to work together, be self-sufficient, and assess their competence in a cooperative environment can boost their desire to learn.⁽⁵⁰⁾ Teachers can also give pupils chances to reflect on their performance and set objectives for future improvement, encouraging a growth mindset and a passion for lifelong learning.⁽⁵¹⁾ By connecting feedback to specific learning objectives and success criteria, teachers help students understand what they need to do to improve and how to track their progress over time. Dialogue that centers on positive feedback encourages autonomy and independence in students, and protects them from the anxiety of failure by understanding that the purpose of communication is to regulate the conditions necessary for good functioning.^(52,53) Students must make sense of the information and use it to improve their learning, and feedback is seen as information that students receive regarding their performance or comprehension, which lowers the gap between what the student knows and what they are trying to learn.⁽⁵⁴⁾ Praise that is not contingent on students' knowledge and abilities can be harmful because it deprives students of insightful feedback on how well their knowledge and abilities are developing.⁽⁵⁵⁾ Nonetheless, praise enhances self-confidence and self-competence, allowing students to reach their full potential.⁽⁵⁶⁾

Structuring feedback in a balanced way is essential to maintain students' confidence in the learning process.⁽⁵⁷⁾ The student-teacher relationship can be strengthened through positive feedback, which also motivates students to keep studying. Feedback that sounds like instructors know what students need will encourage students to improve.⁽⁵⁸⁾

Contextualization of Values in Students' Daily Lives

Relating values education to students' daily life situations is a powerful strategy for enhancing their understanding of the relevance and applicability of these values in a broader context, thereby promoting positive social interactions and responsible citizenship.⁽⁵⁹⁾ By connecting values education to real-world scenarios and issues, teachers help students recognize the practical implications of values such as respect, honesty, and empathy in their relationships, decision-making, and interactions with others.⁽⁶⁰⁾ This approach helps students understand how values inform their actions and shape their character, fostering a sense of personal responsibility and ethical awareness.⁽⁶¹⁾ Teachers can use case studies, role-playing exercises, and group discussions to explore how values manifest in different situations and contexts, encouraging students to analyze and evaluate their own behavior and the behavior of others through a values-based lens. Moreover, relating values education to students' daily life situations can promote a more inclusive and equitable learning environment by addressing issues of diversity, social justice, and cultural understanding. This strategy fosters an environment of respect, empathy, and understanding by incorporating students' various backgrounds, experiences, and viewpoints into the learning process.⁽⁵⁹⁾ The instructor promotes cooperative learning and community building by valuing students' voices and contributions, which enriches and makes the educational experience more relevant.⁽⁵⁹⁾ Through extracurricular and community events, this type of rapport is developed over time by investing in building relationships with students that extend beyond the classroom.⁽⁴⁹⁾ Furthermore, instructors may foster a more significant connection with their students by showing care for their well-being and respecting their opinions.⁽⁶²⁾

CONCLUSIONS

Physical education is a crucial component of the education system, focusing not only on physical development but also on instilling character values such as honesty, discipline, sportsmanship, responsibility, and cooperation. This study demonstrates that physical education teachers play a crucial role as role models in instilling these values through hands-on, experiential learning, reflective activities, and building positive relationships with

students. This approach reflects the close link between the social-emotional processes in physical education and the holistic development of students' character.

However, although universal values have been introduced and implemented in learning activities, findings indicate that their implementation is still not systematically structured. This results in suboptimal internalization of values. Learning focuses more on psychomotor aspects and mastery of sports skills, while affective aspects and character values have not been well integrated into learning planning and evaluation.

The novelty of this study lies in its comprehensive mapping of value instillation practices by physical education teachers from elementary to high school levels, as well as the importance of reflection strategies, positive feedback, and contextualization of values in students' daily lives. This study also highlights the crucial role of teachers in creating an inclusive learning environment and supporting the ongoing development of students' character.

Limitations of this study include its reliance on self-reported data (interviews), which could potentially contain social bias. Furthermore, the study's limited geographic scope may limit the generalizability of these findings to broader contexts.

Future research should focus on developing a structured and measurable model for values learning in physical education, including the development of more concrete character assessment indicators. Further research is also recommended to explore the effectiveness of character-based physical education programs across various cultural and geographic contexts, as well as to evaluate their long-term impact on student behavior.

For physical education to function optimally as a vehicle for character education, policy support, adequate teacher training, and increased time and resources allocated to physical education in schools are needed. Physical education programs from preschool to secondary levels must be comprehensively designed, implemented, and evaluated to achieve the overarching goals of character education and physical activity.

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