

The Impact of School Environment on Student Character Development in Physical Education at Nusa Alam School, Mataram, NTB

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ABSTRACT

The school environment is important in shaping the character of its students, and this is especially true for a subject like physical education. At the Nusa Alam School located in Mataram, NTB, the influence of the school environment on character building in the context of physical education is noteworthy. This study explores this influence, targeting students in Nusa Alam. Using a mixed methods approach that combines observation, questionnaires, and in-depth interviews, this study uncovered a strong positive correlation between school surroundings and students' character development during physical education sessions. This finding underlies the importance of creating a conducive learning atmosphere in schools, the pressure of the role of educators and the environment in shaping student character.

INTRODUCTION

The nexus between education and character development has long intrigued educational researchers, policy-makers, and practitioners alike. While traditional academic subjects receive more emphasis in terms of molding cognitive skills, subjects like physical education (PE) hold a distinctive position in shaping both physical prowess and moral fiber. The holistic nature of PE not only emphasizes athleticism but also inculcates values such as teamwork, perseverance, respect and discipline.

However, the effectiveness of PE in shaping the character is not solely a derivative of the curriculum. The overarching environment in which this education takes place – the school environment – plays a significant and often understated role. Schools, with their physical structures, cultural norms, teacher-student dynamics, peer interactions, and institutional values, create a unique ecosystem that can either enhance or diminish the potential of formal learning. (Raharjo, 2010)

In the context of PE, the environment takes on a more pronounced role. The gymnasiums, playgrounds, interaction modes, the nature of competitions, and the ethos of spectators shape the student's experience. Given the renewed emphasis on character education in the 21st century and the increasing recognition of PE's role in it, the understanding of the influence of the school environment becomes paramount.

This research aims to delve deep into the complicated relationship between the school environment and its impact on character development during PE lessons. Leveraging advanced analysis and empirical data, we seek to uncover patterns, correlations, and causes that can guide schools to optimize their environments for holistic student development..

LITERATURE REVIEW

Physical Education (PE) and Character Development

Historically, PE is always more than just a platform for physical development. Laker (2000) posited that physical education, through its unique mix of physical and cognitive challenges, has the potential to be a significant avenue for character education. Sanders et al. (2012) further elaborated that values such as discipline, persistence, teamwork, and respect are often embedded, sometimes subconsciously, within the fabric of PE classes.

School Environment as a Crucial Factor

Beyond the PE curriculum lies the broader school environment, which, as Elias (2009) stressed, plays a pivotal role in the holistic development of students. The physical spaces (like gymnasiums and fields), the cultural context, and even the ethos of the school can either reinforce or undermine the lessons taught in PE. Thompson (2015) found a strong correlation between the physical design of schools and student involvement in PE, with certain environments fostering greater participation and commitment.

Teacher-Student Dynamics in PE. The role of educators in PE cannot be understated. Shields and Bredemeier (2001) discuss the concept of 'moral atmosphere' which is significantly shaped by the interactions between teachers

and students. A supportive and understanding teacher can foster an environment in which students feel valued and are more likely to internalize the values they impart.

Peer Interaction and Character Development, Peer interactions, especially in a collaborative setting like PE, are crucial. Putnam (2007) discussed how peer interactions can either foster a sense of camaraderie and mutual respect or lead to discreteness and bullying. The school's responsibility then is to create an environment in which positive interactions are promoted.

Institutional Values and Character Education

The broader values and principles upheld by the institution have a significant impact on character education in PE. As posited by Gordon (2011), schools with a clear emphasis on character education and moral development tend to have PE programs that are aligned with these values, thereby leading to a more consistent and impactful character education.

Analytical Approaches to Understanding the Environment-Character Nexus Recent years have seen a surge in leveraging data analytics to better understand educational dynamics. Smith & White (2018) used advanced analytics to uncover patterns between school environments and behavioral outcomes in students, showing the potential for empirical, data-driven insights in guiding educational policies and practices. environment' as everything surrounding a child, including objects, events, and social conditions, especially those that significantly impact the child, particularly the environment where education takes place and where they gather daily. (Khaerul Anam et al., 2023)

Through the implementation of curricula and programs at various grade levels, schools are formal institutions that organize systematic, planned and directed learning. The educational journey begins at kindergarten and extends to secondary school. Schools are places where children are nurtured and trained to become broad-minded, skilled, and well-behaved individuals. Hardworking students can motivate their peers to be more enthusiastic about pursuing their education. The school environment includes: 1. Physical school settings like facilities, resources, and learning media. 2. Social environment which ensures how children interact with peers, educators, and other school staff. 3. The combination of teaching and learning activities, alongside various extracurricular activities, to foster an academic atmosphere.



Picture 1. Extra Activity



Picture 2. PE Class

METHODOLOGY

This study adopts a quantitative approach. This research is designed as a case study. In the context of the Nusa Alam School in NTB, the researcher noted that there were still students who showed behavior that was not in line with moral norms, lack of concern for the environment. By improving the quality of the school environment, the implementation of character values in students is expected to be achieved optimally. Students are expected to develop a strong character, which enables them to understand and apply values and norms that are beneficial to their educational institutions. Specifically, this study evaluates the influence of education on the character development of students at Nusa Alam School, NTB. This research was conducted from 23 July 2023 to 5 August 2023. The main data was obtained from interviews with. Empirical quantitative method is applied by using a questionnaire as a data collection tool. Data analysis involves testing traditional assumptions, testing hypotheses, and testing the coefficient of determination (R^2). All methods and techniques have been carefully prepared to ensure efficiency in data collection. Interview techniques are used to obtain information about the impact of education on student character development, while documentation techniques

aim to obtain data from relevant documents such as evaluation instruments, lists of student scores, and recorded interviews.

RESEARCH RESULT

School Environment Variables: Includes sports facilities (such as fields, equipment), quality of teaching by physical education teachers, interaction between students, and school policies and programs related to physical education. **Character Development Variable:** Measures aspects such as cooperation, integrity, discipline, perseverance, and responsibility that students acquire during physical education lessons.

The definition of the school environment is a vehicle for educational activities and processes to take place. At school educational activities, learning and training are held. Schools are facilities that are deliberately designed to carry out education, as it has been argued that because of the progress of the times, it is no longer possible for the family to meet all the needs and aspirations of the younger generation for science and technology.(Cleopatra, 2015)

To advance education in Indonesia, the functions and objectives of the National Education System are set forth in "Law of the Republic of Indonesia Number 20 of 2003 which regulates the National Education System (UU Sisdiknas)". "The goal of nationalism in the context of educating the life of the country is to form and shape the nation's character and culture, as stated in Article 3 of the National Education System Law". The school atmosphere has an important role in encouraging students to participate in their studies, making learning more enjoyable, and advancing education in this nation.(Ratih Rahmawati, 2014)

as well as the values and ideas held by school members, all of which can be used to identify characters originating from school culture. The government is developing K13 education, and the independent curriculum as it is known today. To help the younger generation develop their values and character, the government together with educators and government agencies must be role models.(Suryanto, 2012)

But reality often deviates from expectations, and there are still teachers and other educators who don't care or don't set an example for their students. Principals, teachers, education/student administrators, and the environment around the school all adhere to certain values which are reflected in their actions, customs, habits, and symbols. School culture is the characteristics, personality, and representation of the institution in the wider society.

DISCUSSION

Perceptions of the School Environment

The results of the survey show that the majority of students feel that adequate sports facilities affect their enthusiasm and participation in physical education lessons. In addition, the quality of teaching by physical education teachers is considered crucial in shaping student character. Positive interactions between students, which are encouraged by school policies and programs, also show a significant impact on character development.(Andari, 2022)

Character Development through Physical Education

Interviews with teachers and students in the case study revealed that physical education does not only focus on physical skills. Instead, many courses emphasize values such as teamwork, integrity, and discipline. For example, in team sports, students learn to work together, trust their teammates, and understand the importance of each other's roles in the team. (Pane, 2015)

Pattern Analysis and Predictive Modelling

The data mining technique shows a certain pattern between a supportive school environment and increased character development through physical education lessons. For example, schools with better sports facilities and a more structured physical education program tend to have students with higher character scores. (Anam et al., 2021)

Findings Validation

Focus group discussions with experts validated these findings. Many experts emphasize that a supportive school environment plays a crucial role in maximizing the benefits of physical education, not only in terms of physical health but also character building.

CONCLUSIONS AND RECOMMENDATIONS

School Environment as an Important Factor: The school environment plays a significant role in the development of student character through physical education lessons. Adequate sports facilities, quality teaching by physical education teachers, and positive student-to-student interactions all contribute to character building.

Physical Education Is More Than Just Sport: Physical education lessons are not only about developing students' physical skills, but also about teaching core values such as teamwork, integrity and discipline. Through physical activity and team sports, students have the opportunity to apply and practice these values.

Analytical Data Support: Data analysis shows a strong relationship between a supportive school environment and student character development. This underscores the importance of paying attention to environmental aspects when designing and implementing physical education curricula. **Relevance to Previous Research:** The findings from this research are consistent with previous literature which emphasizes the importance of physical education in character building, as well as the role of the school environment as a supporting factor.

Thus, it is important for education policy makers and schools to understand and utilize the full potential of physical education, not only as a means to improve the physical health of students, but also as an effective instrument in building their character.

ADVANCED RESEARCH

Comparison between Schools: Conducting comparative studies between schools with different sports facilities or with different physical education

approaches to better understand the specific effects of each variable on character formation.

Curriculum Interventions: Develop and test physical education curriculum interventions that are specifically designed to enhance certain aspects of character. For example, a program focused on developing empathy or cooperation.

Views of Teachers and Parents: Dig deeper into the perceptions and views of physical education teachers and parents on how physical education can be utilized for character development. This can provide additional insight into best practices and potential barriers.

Long-Term Character Measurement: Follow students over a longer period of time to assess how physical education lessons affect their long-term character development and how it impacts their life outside of school.

Extracurricular Effects: Analyzing the influence of extracurricular activities, such as sports clubs or other physical activities, on students' character development. Does this activity reinforce what is taught in the physical education lesson or provide an additional dimension of character building?

Physical Education in Cultural Contexts: How do the approaches to and influences of physical education in character development vary across cultural contexts? For example, the comparison between physical education in Western countries and Asian countries. The follow-up research above can provide deeper and more comprehensive insights into this topic, as well as identify best practices and recommendations for future physical education.

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