

CHARACTER EDUCATION FROM THE PERSPECTIVES OF ELEMENTARY SCHOOL PHYSICAL EDUCATION TEACHERS

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Abstract: Physical Education (PE) in elementary schools has so far been extensively geared towards achieving character goals. However, not all of these goals have been well accomplished by teachers. This research aims to examine three fundamental issues in PE practice, i.e., to define PE teachers perceptions of character education, to identify problems of PE teachers in promoting character education, and to determine whether PE teachers consider character education is plausible to be implemented through PE activities. This study used a case study and a content analysis in the qualitative research method. The data were obtained from 53 PE teachers who worked in 53 elementary schools from 26 sub-districts in Sumedang Regency through an accessible case sampling method. This study employed individual interviews (10-15 minutes) in a semi-structured interview technique. Content analysis was used to analyze the interview scripts. This study revealed that character education is defined as the process of individual alteration from family, school, and social life. Meanwhile, the teachers stated that the curriculum is considered to be not precisely accessible for the development of character education since they were still confused about curriculum implementation. However, they believed that PE is effective to promote character education.

Keywords: *character development, elementary school, PE, perspective*

PENDIDIKAN KARAKTER DARI PERSPEKTIF GURU PENDIDIKAN JASMANI DI SEKOLAH DASAR

Abstrak: Pendidikan jasmani di sekolah dasar memiliki tujuan pengembangan karakter. Namun, tidak semua tujuan tersebut dapat diterapkan. Tujuan penelitian ini adalah untuk mengungkap tiga isu mendasar mengenai praktik pendidikan jasmani, yaitu bagaimana guru pendidikan jasmani mendefinisikan pendidikan karakter, masalah-masalah yang dihadapi guru untuk menerapkan pendidikan karakter, dan apakah guru pendidikan jasmani menganggap bahwa pendidikan karakter dapat diterapkan di pembelajarannya. Penelitian ini menggunakan studi kasus dan analisis isi dalam tradisi kualitatif. Kelompok sampel dari penelitian ini adalah tujuh guru pendidikan jasmani yang bekerja di tujuh sekolah dasar di Kabupaten Sumedang yang ditentukan melalui metode *accessible case sampling*. Penelitian ini juga menerapkan wawancara individu (10-15 menit) menggunakan teknik wawancara semi-struktur. Untuk menganalisis hasil wawancara, digunakan analisis isi. Hasil analisis menunjukkan bahwa guru pendidikan jasmani mendefinisikan pendidikan karakter sebagai perubahan individual yang terjadi dari keluarga, sekolah, dan kehidupan sosial. Para guru juga menyatakan bahwa kurikulum sekarang tidak begitu tepat untuk menerapkan pendidikan karakter karena masih adanya kebingungan dalam mengimplementasikannya. Namun, para guru percaya bahwa pendidikan jasmani, dengan mempertimbangkan pelajaran sosial dan aktifnya peserta didik, dapat lebih efektif untuk memperkenalkan dan menerapkan pendidikan karakter.

Kata Kunci: *pendidikan karakter, sekolah dasar, pendidikan jasmani, perspektif*

INTRODUCTION

In this modern era, affective values tend to be ignored by the younger generation (Susanto, 2013). In general, it is probably the case due to the current centralistic system and the classical model of education. Education should be considered to be a process of fostering

students' basic aspects, namely psychological, moral, emotional, physical, and spiritual. It turns out that recent developments have contributed to the emergence of varied models of teaching that focus on affective development. Such models are teaching the personal-social model (Hellison, 1995), the model of education in sport

(Siedentop, 1976), the cooperative learning model (Dyson, 2001), the teaching moral model (Lumpkin, 2008), and the teaching respect model (Strand & Reeder, 1996).

One of the respective models used by most physical education (PE) teachers is the integrated learning model. The model is strongly underpinned by the Indonesian 2013 curriculum to engage and emphasize character development in PE topics. In playing a certain game, noble characters such as discipline, responsibility, and sportsmanship are required to be integrated into the teaching process (Shaari, Lim, & Siswantoyo, 2019). The integrated learning model is often used to foster students' character to participate and pursue their personal interests, as opposed to obtaining extrinsic rewards. Thus, in this sense, character education in PE can be implemented in daily activities.

Based on some preliminary observations, character education is implemented in narrowly limited contexts, namely the classroom. The classroom, to some extent, is a place full of formal structure and pressure. Therefore, such limited space will also limit students' movement, perspectives, and thoughts. For some reason, it is certain that character education is not necessary to be established as a formal subject, but it should be integrated in all subjects. To deal with character education problems, an effective learning strategy is crucial. Building character is an effort to create a strong personality. For the respective reason, each educational institution should have programs on character building integrating into all activities.

The issue of character has raised global discussion in society these days, so it is essential to define the term. In simple terms, Character can be defined as good personal qualities, such as knowing goodness, willingness to do good things, having good behavior, originating from thought, heart, physical, psychological, and mental aspects (Suherman, 2018; Hastuti, Alfiasari, Neti, Oktriyanto, & Mardiana, 2019). Studies about relation of PE and character for elementary students constitute an effort to shape national character. Character education is a means of promoting democratic life and reflecting human character as a personal trait in social life (Lickona, Schaps, & Lewis, 2007). In society, all citizens are responsible to maintain moral values of society. The values are related

to respecting personal and social rights, obeying norms and rules, participating in social activities, and caring each other.

Character development will not run successfully without proper management. Character education should engage with school-based education, school culture, and community to build effective process (Albertus, 2010; Temiz, 2016). Character education has been integrated in curriculum. Therefore, teachers are recommended to create integration of character education and curriculum without establishing a new subject, called character education. To realize these goals, it is highly recommended to provide a comprehensive character education system. Character education is a means of promoting democratic life, at similar point also reflecting human character as a personal trait in social life (Lickona *et al.*, 2007).

Linda & Richard (1995) explain that noble characters are about being and giving. 'Being' is related to innate values developing into behavior and the way someone treat others, such as honest, brave, peace-loving, self-reliability, discipline, and aware of limit. 'Giving' is related to values needing to be implemented or given, such as faithful, trustworthy, respectful, love, affection, sensitive, unselfish, kind, friendly, fair, and generous (Edgington, 2002; Kohn, 1997; Weaver-Hightower, 2003).

Thompson (2002) argues that character education influences students' behavior. Furthermore, character education is highly recommended to be part of the curriculum. It is not a specific subject. It covers different fields, such as music, arts, and PE. To achieve the goals, classroom rules should be set by considering noble character principles, and teachers are role-model of the principles.

PE is part of the more comprehensive character education system to internalize noble characters, so that students have good understanding (cognitive), are able to be aware and make choices (affective), and are able to implement the characters in daily life (psycho-motor) (Nurgiyantoro, 2011). By providing character education, students are expected to be more sensitive and reflective about their humanity, themselves, their environment, their surroundings, and their God (Suryanto, Suhita, & Mujiyanto, 2017).

However, it is an undeniable fact that

teachers are an essential factor in developing students' character (Arthur, 2011). The reason is that students have their time a lot with teachers in specific area. Therefore, the present research sees a different point, compared to the prior studies. It is about teachers' perspectives on character education.

Moreover, the information about teachers' perspectives will display general strategies to deal with real educational problems. Thus, to obtain precise fact about suitability of curriculum in PE in developing character, it is plausible to firstly consider teachers' view on the issues. Therefore, the significance of this research is exhibiting teachers' perspective as teachers contribute to students' behavior. In particular, PE components (teachers and students) play important role in developing community character.

Given the circumstances, this research aims to re-examine character education from PE teachers' perspectives. The aims are related to three fundamental issues in PE practice; how PE teachers define character education, to identify problems of PE teachers in promoting character education, and to determine whether PE teachers consider character education is plausible to be implemented through PE activities. The present research seeks to challenge all prior studies on character education in practical application. PE in curriculum 2013 possesses some specific concepts different from the previous curriculum. One of the differences is related to the fact that integrated learning of PE requires distinctive features on planning, procedures, and teaching media. Therefore, this research is intended to uncover three fundamental issues in PE practice from PE teachers' perspective, specifically in Sumedang Regency. The issues pertain to how PE teachers define character education, problems of PE teachers to promote noble character, and the plausibility of PE to be implemented in PE activities.

By doing so, this study is expected to offer insights to the body of knowledge about the implementation character education across PE by considering factual aspects. Notably, the findings are expected to delineate problems of character education integrated in PE, specifically in Sumedang Regency. Hence, the readers or related institutions can be more careful in preparing or establishing policies.

METHODS

This study primarily is a qualitative in the forms of a case study and a content analysis (Kracauer, 1952, Krippendorff, 2004). It aims to discover the perspectives of PE teachers about the definition of character education, the problems of the implementation of character education, and the plausibility of character education to be implemented in PE activities. In particular, it is a case report design in the qualitative research method (Yıldırım & Şimşek, 2013).

Study Group

The group consisted of 53 PE teachers working in 53 elementary schools from 26 sub-districts in Sumedang Regency. Twenty teachers are female (ages 28 to 34) and 33 teachers are male (ages 30 to 37). It can be seen that the years of service differed. It used an easily accessible sampling method to select the sample. The method was thought to save time and practicality as we selected the situations which were close and accessible.

Data Sources Triangulation

The present study used in-depth individual (IDI) interviews as a data source triangulation and observation. IDI is effective for gaining an understanding of teachers' perspectives in depth. In this study, the IDI interview instrument used a semi-structured technique. IDI and observation can elicit rich information about personal experiences and perspectives as the answers may be spontaneous, flexible, and natural (Russell, Gregory, Ploeg, DiCenso, & Guyatt, 2005).

Data Collection

To evaluate PE teachers' perspectives about character education, this study used a semi-structured interview technique. A list of questions was prepared based on existing information in literature. The question aspects, namely content and structure, were examined by experts, after that some fundamental edits were made. Finally, there were 4 final questions. As an ethical process, the teachers were informed that the interviews would be voice recorded, however, the records would be kept by the researcher, so that no one would be able to use the records in future time. Then, the recordings would be transcribed and analyzed. The interviews had an average duration of 15 minutes. The questions are

about teachers' opinion on character education, suitability of curriculum, activities to promote character education, and implementation of character education through PE.

Data Analysis

The recordings were computerized. The data were coded as D1, D2, D3, until D53. The analysis was supported by a statistical program, namely Maxqda. Furthermore, the transcription results were analyzed in the frame of descriptive analysis and its content. Content analysis was regarded creating categories in relation to the teachers' perspective about character education, description, and direct questions were posted for reliability.

FINDINGS AND DISCUSSION

Findings

There were 53 PE teachers working in 53 elementary schools from 26 sub-districts in Sumedang Regency as sample. The questionnaire was used Likert scale. The used scale was 1 to 5 (1 indicates most negative answer and 5 indicates most positive answer). 53 teachers were consisted of 33 male teachers and 20 female teachers. The average values of each component of teachers' perspective on character education are represented in Table 1.

Table 1 shows that, in general, teachers' perspective on character education in elementary school is necessary, but some aspects are not suitable. It can be derived from the values that mostly are in negative answer for four components related to the effectiveness and suitability of activities and curriculum. However, most teachers believe that character education is important in social life, the components therefore are basis to come to the general perspective of character education in elementary school.

Specifically, the analysis shows that most of teachers were still confused about creating lessons and activities which engage in

character education effectively. The reason is that there were not sufficient numbers of training or discussion session on this topic. Therefore, teachers considered that current curriculum is not appropriate with promoting character education. The reason is that it seems to be technical aspects, not philosophical aspect.

The answers from the teachers are presented in categorical charts as a result of a statistical program. The teachers, as participants, were asked 4 questions in the context of semi-structured interview. It was also used descriptive and content analysis. The first questions, that are "In your opinion, what is character education in short? Why is it important?" were given to the PE teachers. The teachers provided definition character and gave statements based on their perspectives of it. In addition, they also explained their opinion about the importance of character in practical context. The definition obtained from the answers of the teachers is presented in Figure 1 and perspective about character education is presented in Figure 2. Figure 1 and Figure 2 answer the aim of research namely PE teachers' definition of character education.

The result shows that teachers mostly defined character as a specific concept possessed by students. The concepts are shaped in students' family, social experience, behaviors, and also spiritual concepts. The answers of this question are as follows.

D11: It is related to some behavior performed by students. I am sure that character is shaped in family.

D35: It is about students' trait, attitude, behavior, actions in social life ... We know that Indonesia has specific characteristics, loving nation and country, honesty, justice, harmony, never give up.

D47: Character is important for students to be accepted in society ... In social life, students should be aware of unwritten values they should follow.

Table 1. Average Values of each Component of Teachers' Perspective

Factor	Components	Average Value
Perspective on character education in elementary school	Character education is important in social life.	4.73
	The current curriculum is suitable with character education.	2.78
	Current lessons and activities are effective to promote character education.	2.68
	The concepts are applicable in PE.	2.73

Teachers consider character education as formal and educational practices in relation to teaching about innate thing, making someone aware of unwritten values, changing and developing character. On the other hand, it is also related to educating personal experience, protecting from bad traits, and developing psychological structure. The teachers also believe that family, friends, and school situation are fundamental aspects to promote character education. The answers of this question are as

follows.

D23: ... the problems may come from parents, friends, or some social things. However, the problems can be reduced by education.

D43: ... to underpin character development, we also need to develop the quality of education.

D16: ... We can see character education from what students perform as school, honest, respect, and not lying. It is started from family as they live with it.

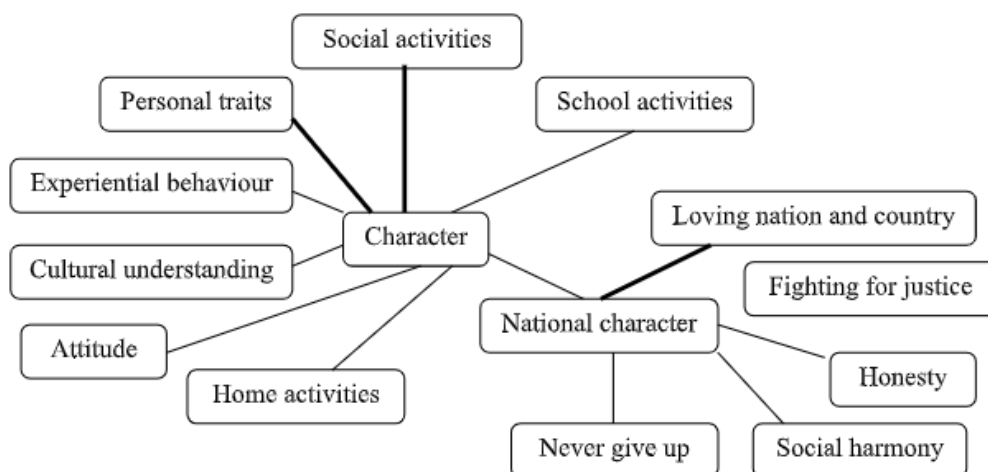


Figure 1. The Perspective of Definition of Character

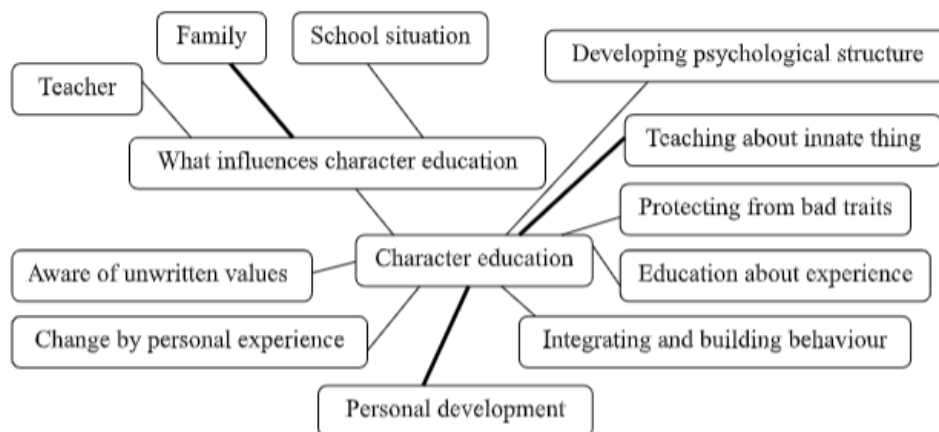


Figure 2. The Perspective of Definition of Character Development

Figure 3 and Figure 4 shows the answer for research problems related to identification of problems of PE teachers in promoting character education. Character education, based on teachers’ perspectives, has two functions, namely to support social life and to prevent some problems. In this sense, character education

is important for society to maintain harmony with family, friends, school environment, and psychological aspects. Moreover, current issue problem such as technological development can also be solved by character education. The perspectives of teachers about this topic are as follows.

D29: We actually do not fully understand about character and character education and its impact for society. Therefore, there should be a formal way; it is education, to promote it.

D48: Criminal act is an example that society has little exposure about character education.

D50: ... by having so, the future will be full of good things, social harmony, and civilized people. It can be done through education.

The PE teachers were also given the question “Does our curriculum suit for character education? Which lessons can be effective in character education?” They all stated their own perspective about two questions provided. The

data of this question are presented in Figure 4.

The teachers believe that the curriculum has some problems. The problems are considered to be obstacles for the implementation of character education. The perspectives of this topic are given below.

D3: ... therefore, technology is more to the forefront, at same point; teachers’ position is in the background.

D50: I personally think that it will be more successful when the process focuses more on performing and establishing noble characters, rather than grading the character.

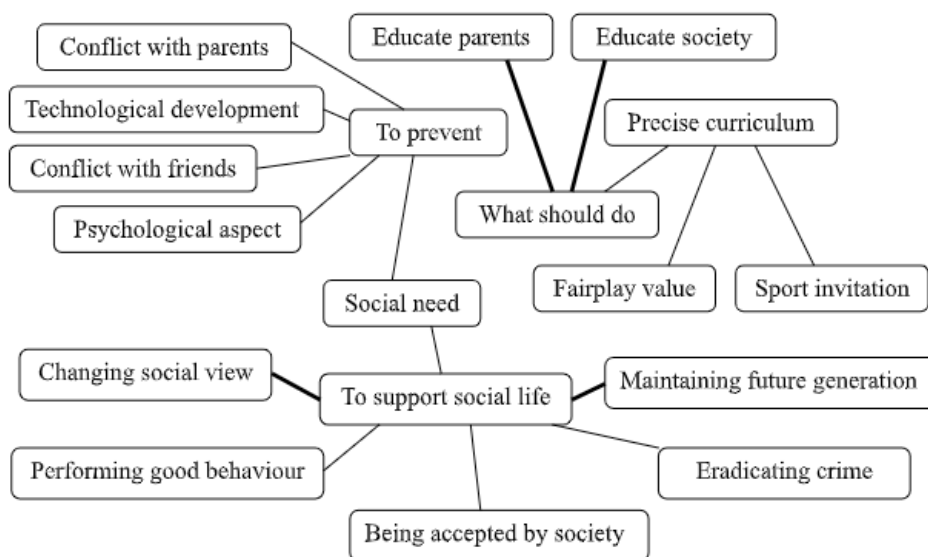


Figure 3. The Perspective of Reasons of Character in Social Life

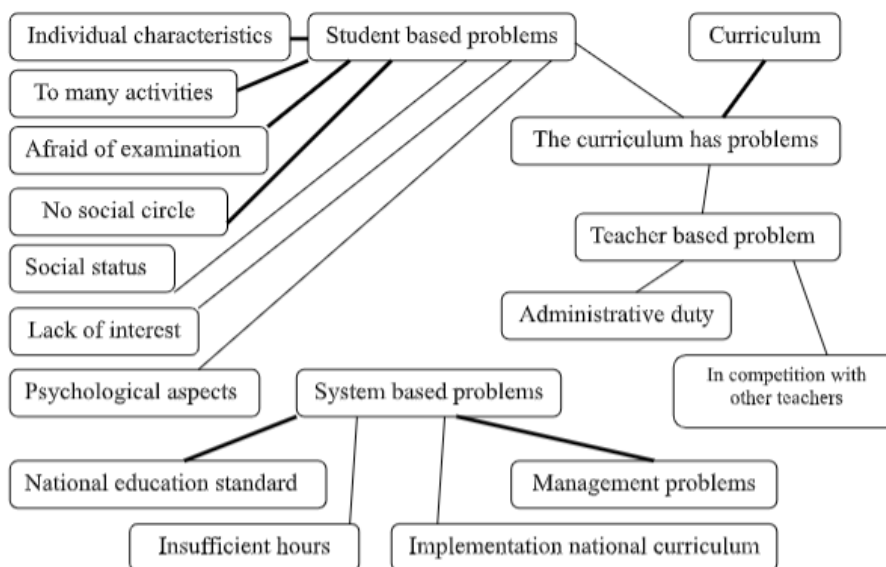


Figure 4. The Perspective of Problems on Curriculum

Furthermore, the physical teachers were asked about their perspectives of what lesson that could be more effective to promote character education. The data of this question are presented in Figure 5. Furthermore, Figure 5 – Figure 7 attempt to exhibit the practical implementation and plausibility of PE activities in promoting character education.

The PE teachers who participated in this research believed that character education is effectively promoted through lessons with social content, such as PE, music, and arts. However, theoretical lessons are less effective since the lessons focus more on quantitative grade. To some extent, religion and counseling are also effective to promote noble characters as the lessons talk about spiritual and individual traits. The perspectives of this topic are as follow

D26: ... PE, arts, and music are important to promote character education and provide social skill.

D39: ... PE has significant influences on students' behavior, attitude, and action.

D47: By having face to face interaction in the lessons, students can have direct interaction and perform noble characters as shown in society.

Teachers of PE were then asked about their perspectives of activities in the curriculum of PE to promote character education. The data of this question are presented in Figure 6.

The PE teachers, in general, stated that direct practices of character education are not served holistically. For that reason, teachers are required to teach these values indirectly through teachers' personal endeavor, namely educational games and sport exhibitions. The problems on implementation are, based on their perspectives, related to teachers' competence, limited lesson material, and precise curriculum. The perspectives of this topic are shown below.

D1: We try to always make activities relate to character education. We are preparing some programs and activities for students with materials we created.

D5: When we talk about PE, one thing I focus is about fair-play. The value can be implemented in all activities.

D7: Character education is implemented through indirect acts. Therefore, teachers should be aware of topics that may relate to each value.

Finally, PE teachers were asked about their perspectives of implementation of character education through PE. The data of this question are presented in Figure 7.

In general, PE teachers believed that character education is plausible to be implemented through PE as its characteristics, namely social interaction, communication, physical contact, and discipline. The concept of character education may have problems as the consequences of number of teachers, schools' condition, and students' input. The perspectives of this topic are given below.

D38: Character education can be applied in PE. However, it is an abstract concept that needs to be implemented in indirect ways.

D41: Teachers of PE can contribute to character development. We may shape mental, personal, and social character of students.

Discussion

Character education is a current issue in formal education. The issue has changed from didactic topics to practical services. However, the main concept of character education continues to teach positive characters. The preliminary research shows that most teachers are not familiar yet with character education in integrated PE. The research also serves information that character education has been engaged in curriculum 2013, but the implementation remains a problem.

There are three factors on this problem: (1) teachers in elementary schools have not obtained training in doing internalization of character education in integrated PE; (2) curriculum 2013 has just been started in 2016/2017 academic year, so that the internalization of noble characters is still fragmented, not integrated; and (3) in teachers' forum, the internalization of noble characters in integrated PE for elementary schools has not been developed since the expert on this field is limited.

It is difficult to create an effective concept of promoting character development in PE. However, there are some basic principles to consider based on factual problems in Sumedang Regency. The analysis shows that internalization of noble characters in integrated PE is plausible to be implemented in elementary schools in Sumedang Regency. Albertus (2010) states that the main principles in internalizing noble characters into integrated PE are (1)

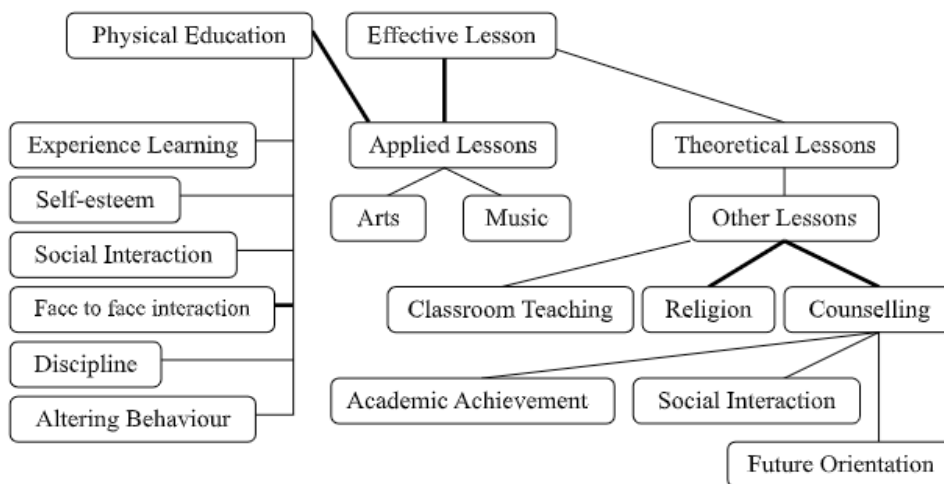


Figure 5. The Perspective of Effective Lessons to Promote Character Education

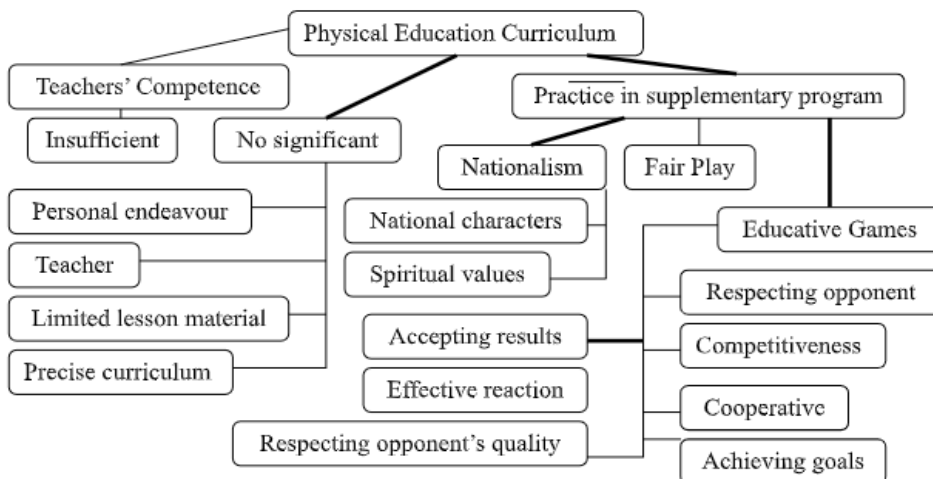


Figure 6. The Perspective Activities to Promote Character Education

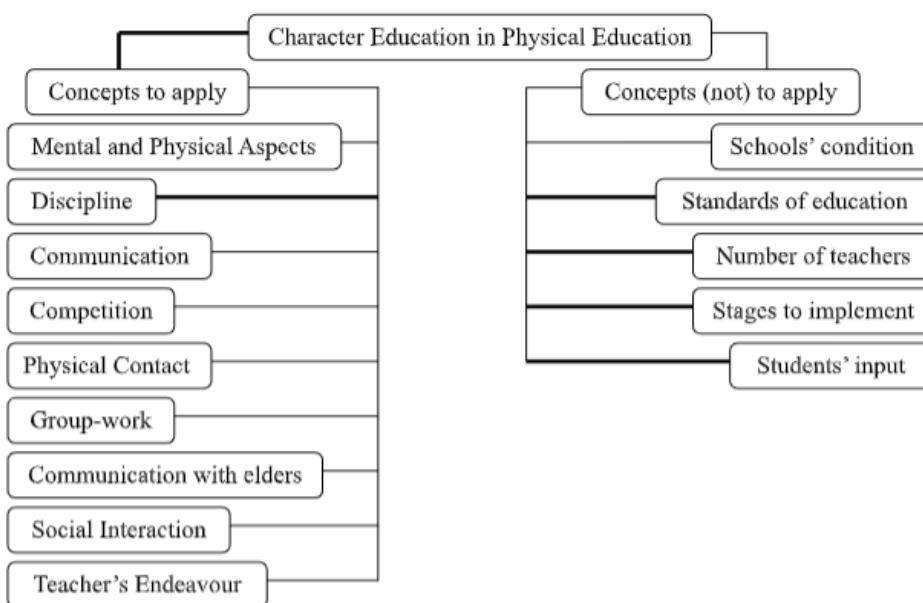


Figure 7. The Perspective of Concept (not to/To Apply) in PE Activity

compassion as fundamental basis of learning interaction; (2) teachers' attitude and behavior; and (3) teachers' perspective on students as growing and developing subjects, so teachers have important role. Furthermore, to create a proper model of character education, some crucial aspects to ponder are designing lesson plan, doing exploration, providing elaboration, and conducting confirmation (of teaching materials), doing evaluation, and giving report to stakeholders (Linda & Richard, 1995; Suryanto *et al.*, 2017; Suwarjo, Maryatun, & Kusumadewi, 2012).

In Sumedang Regency, character development in PE has not been implemented properly. To cope with the problems, some conditions should be present in PE activities to emphasize character development. As stated by Nash (1993), the conditions are related to active phenomenon, the students should be directed to the activity, satisfied projects, the integrated activities, promoting leadership, and promoting self-direction.

Students are not familiar with character education in a learning model as teachers still put those topics in separated fields. Moral argumentation does not provide sudden behavioral alteration, but it promises individual searching and reflection on personal view, understanding, and belief. Therefore, the process should be implemented to increase cognitive moral growth (Stoll & Beller, 1998). PE teachers, in Sumedang Regency, should also consider their characters as teachers since they are required to display noble characters individuals, and make students morally be accepted in principled decisions through the moral reasoning process. They can provide understanding on such values as integral part of personal and social identity. They have fundamental functions in integrating moral-reasoning process in practical issues.

Character education precisely discusses core ethical values forming good character. The internalization of noble characters in integrated PE in elementary school is important for students as it reduces teachers' domination. Teachers tend to mainly focus on academic achievement; however, psychological aspects are also essential elementary students. This tendency confirms the fact served by Agustin (2012) stating that the fundamental problem in the learning process of elementary school is mistreatment conducted

by teachers. The training for implementing a curriculum conducted by related institutions may enhance teachers' competence in understanding the fundamental aspects of elementary education, specifically for teachers in Sumedang Regency.

From a formal perspective, systematic exercise is effective to improve general patterns of educational topics. The present study shows that there is a significant difference on learning implementation in subjects from rural, sub district, and urban places. It is initiated by the different needs of each level of living. To underpin the fact, the prior research conducted by Dewi, Jaya, & Haenillah (2015) indicates that teachers should have personal qualities in regard to human resource development. The teachers' personality is valuable to determine students' achievement. Syah, Wardan, Rachmat, & Muchlis (1997) state that teachers' personality will determine teachers' position as educator (to build students' character) or destroyer (to decline students' awareness) in learning process.

Furthermore, the analysis shows a fact that the internalization of noble character in integrated PE in each elementary school is varied, but at same time, each strategy has a significant influence on the development of students' personal skills. Haryani (2012) serves an analysis to show that students with low character have low social emotional development; therefore, the students will have learning difficulties, social interaction problems, and control disability. In order to implement character education, Komar (2014) proposes three considerations, namely (1) character-based education is dependent on students' psychological condition from their family situation; (2) the condition of character education at school should make students feel secure; and (3) schools should create character-based learning materials which have future objectives.

Schools' policy in implementing character education is crucial. Lickona *et al.* (2007) propose strategies to implement character education in schools, the strategies are (1) integrating character education into all topics; (2) integrating character education into all activities; (3) integrating character education into school program; and (4) establishing communication and collaboration of schools-parents. In elementary school level, specifically in Sumedang Regency, all school staff- teachers,

administrators, counselors, coaches, secretaries, cafeteria workers, playground aides, must contribute to learning, discussing, and acting in the frame of character education. Adult people are required to display positive values in their daily contact and community.

Besides schools' policy, PE teachers' perspectives about character education need to take into account. Teachers of PE assess character education as shaping the innate abilities of an individual (Tutkun, Ilyas, & Ibrahim, 2017). A research conducted by Gündoğdu concludes that although teachers gave very much importance to subjects about character education during their lessons, these attitudes and behaviors were not reflected on the students and they were in moderate levels (Tutkun *et al.*, 2017). In Sumedang Regency, teachers are required to adapt the individuals to the unwritten rules created by the society, altering or developing some characteristics by making individuals have things within suitable environments and making necessary rules, making individuals far from harmful habits which destroy their psychological aspect or the educational process conducted to make them get rid of these. In the current era, the learning of behavior by repetition improves more or less distantly related and general character traits.

By doing so, teachers should believe that the learning process continues for a lifetime and that it is a sustainable change. In addition, the integration between family, friends, school and teacher are influential aspects on character education. Based on Creasy (2008), character education is related to teacher's way of speaking, behaviors tolerated by the teacher, actions he encourages and the expectations he transmits.

Megawangi (2004) stated that to implement character education, it should be integrated with nine pillars of noble quality, including loving God and his creations, personal quality, and social harmony. Character education is about students' behavior, specifically on students' personal qualities. The students generally have positive behavior as a form of learning outcomes. The characteristics of learning outcomes are intentional, positive, and effective (Surya, 2004). Intentional outcome is related to deliberate experience or practice done by students. Moreover, effective outcome focuses on stable change but possible to be reproduced

and reused in order to overcome some problems in daily life.

Many factors may also have influenced the changes in behavior. The factor is teachers. A research, conducted by Skinner (2013), states that the teachers were silent about which character education was suitable or had to be applied for their classes. Teachers are being primary factor in the students' behavior alteration. The teachers should have credited the school program with the students' behavior alteration, rather than their own actions. In some ways, it confirms a study conducted by Williams (1993) that the teachers considered that character education program is successful, however the students also considered that teachers' treatment was also important.

It is important for teachers to create class activities and be a role model. It confirms the research conducted by Gough (1998) serving a fact that the character is effective when students are asked to see real application of such characters in daily life. It helps them to have a clear idea of the morally right course of action.

Teachers should show patience and courtesy to children and show them that they should not do anything that they would not like others do to them. Teachers are responsible for being involved in moral obligations with consistent uprightness of character or integrity. A teacher's integrity is observed by students. Students evaluate the character of their teachers based on how they are treated and taught (Lumpkin, 2008). This study proposes the way teachers can serve as role model by teaching character and the moral virtues (honesty, trust, fairness, respect, and responsibility).

Teachers display honesty by telling the truth and acting in a proper way. The example of this value include obeying rules, managing school finance properly, and evaluating students' assignment based on established grading rubrics. Teachers are also responsible to fulfill promises and commitments (maintaining confidentiality of students' documents) and also teachers' responsibilities.

Ideally, an honest person gets trust as community acknowledgment. Trust is the belief in others that develops when people fulfill their promises and commitments. When a teacher establishes and upholds class expectations (providing and following guidelines for written assignments and grading rubrics), students are

aware of learning that they can trust their teacher. That is, instead of focusing on difficult 'moral dilemmas', students are encouraged to reflect on the extent to which the personal problems of habits facilitates or frustrates their responsibility to do what they know is morally right and good. It is called as a situation when the emergence of mutual trust is a vanguard of education.

Fairness is closely related to trust as students quickly learn whether or not teachers discriminate against them or treat them disparately. Fairness is about all students have identical opportunity to meet the standards on a written or skill test and receive a fair grade. Fairness, sometimes, means treating students differently since this is the appropriate thing to do. A teacher, for example, may choose to award a percentage of a grade for improvement based on how great progress a student has made in learning a specific topic. At this point, the teacher is providing all students with an equal opportunity to obtain a fair grade for improvement. However, individuals have unique abilities and levels of understanding; therefore they will certainly receive a different grade.

Developing a respectful sense of community in classroom is important. This process starts with teachers demonstrating respect for students, regardless of their ethnicity, race, gender, socioeconomic status, or individual characteristics or abilities. Teachers should be unbiased in how they respond to the various levels of skill and ability displayed by their students. The reason is that it is more challenging to teach a student who has less innate abilities; the capability of each student should be developed to the fullest extent possible.

Noddings (1992) states that moral education is based on how teachers show students that they care for them as unique individuals. Teachers need to show respect for their students by being sensitive to and considerate of their feeling. In social life, teachers and students show respect for and care about others. Respect is earned through treating others the way you would like to be treated. Therefore, when teachers treat students with respect, they receive respect in return.

Teachers display actions which are morally accountable for their actions and related to their responsibility. When teachers construct and maintain a positive learning environment

and focus on providing high educational services to students and society, they are acting responsibly. Teachers act responsibly by helping to develop some students' aspect (psychomotor, cognitive, and affective). Responsible teachers will always prepare each class and provide prompt and constructive feedback to students. It is done to facilitate the learning process. Teachers also show responsibility by modeling healthy life, physical fitness, and good nutrition. Hellison (2003) proposes an approach to teaching responsibility through physical activity and sport. It is used for adolescents to help them learn to respect the rights and feelings of others, show self-discipline through their participation and effort, help others, and then to apply these behaviors in other aspects of their life.

Sport and PE provide powerful and concrete contexts. Through the proposed insights and model, teachers should realize that character education must be approached with an interdisciplinary concept. The reason is that the areas of PE present values in contexts which are different from the rest of the general curricula. It is undeniable that the area can give great contributions to national character education. Through comprehensive planning and a suitable learning model, PE is in a position to help elementary students gain a high-quality character.

CONCLUSION

The present study presents qualitative analyses and a discussion on PE in terms of teachers' perspectives of character education in elementary schools, specifically in Sumedang Regency. The examination on this topic shows that the level of knowledge about the concept of character education is relatively similar. There is not any significant difference between experienced and non-experienced teachers. They have similar problems in applying character education in physical activities.

Character-based in PE nowadays is only regarded with conceptual discourse. The concept has not been integrated yet in PE. Most teachers are not certain about internalizing noble characters in each learning process as curriculum 2013 has just implemented in academic year 2016/2017.

The change of a curriculum does not necessarily produce changes in learning

processes. There should be some stages required to deal with the new curriculum, including dissemination, training, and arranging learning materials. The effectiveness of internalization noble characters in integrated PE has close relationship with teachers' role. Character education in elementary schools is not only based on a formal conceptual design, but a teachers' role is as important as the design. Teachers should implement character-based education in classroom and in social life.

It should be noted that the situation selected by the teachers were generally positive changes in behavior. Further research should examine the types and percentage of students who change behavior as a consequence of character education and internalization of noble characters. Moreover, it is also important to examine the types and percentage of students who have not changed their behavior.

In Sumedang regency, character development in PE has not been implemented properly. Character education states, as a starting philosophical principle, that there are widely shared, pivotally important core ethical values forming the basis of good character. The internalization of noble characters in integrated PE in elementary school is beneficial for students in reducing teachers' domination.

Teachers act responsibly by helping to develop some students' aspect (psychomotor, cognitive, and affective). Character education is related to students' behavior, specifically on students' personal skills. The students generally have positive behavior as a form of learning outcomes. It is important for teachers not only to include character education in classroom activities but also to be a role model for students as good individuals.

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