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Author Name(s): Nadya Putri Adha, Wilda Welis, Zulbahri Zulbahri, Sri Gusti Handayani

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# Integration of character values into PJOK learning modules in junior high schools: a literature review

Nadya Putri Adha<sup>1</sup>, Wilda Welis<sup>2\*)</sup>, Zulbahri Zulbahri<sup>1</sup>, Sri Gusti Handayani<sup>1</sup>

<sup>1</sup>Department of Sport Education, Universitas Negeri Padang, Indonesia

<sup>2</sup>Department of Sport Science, Universitas Negeri Padang, Indonesia

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## ABSTRACT

This study systematically reviews literature on integrating character values into junior high school Physical Education, Sports, and Health (PJOK) modules, addressing gaps between policy ideals and classroom practice. Using studies published from 2018 to 2025 across Google Scholar, ERIC, and ScienceDirect, empirical research was selected based on relevance, methodological rigor, and focus on character-based learning. Findings indicate that modules combining direct, indirect, and reflective approaches effectively foster cooperation, discipline, responsibility, and sportsmanship, particularly when supported by structured activities, guided reflection, and valid assessment tools. Core components such as integrated objectives, value-based activities, reflection sheets, and teacher guides enhance value internalization. This review highlights the need for contextually adapted modules, systematic evaluation, and teacher facilitation, providing an evidence-based foundation for designing PJOK modules that promote holistic character development in junior high school students.



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## Corresponding Author:

Wilda Welis,  
Universitas Negeri Padang,  
Email: [wildawelis@fik.unp.ac.id](mailto:wildawelis@fik.unp.ac.id)

## Introduction

Physical Education, Sports, and Health (PJOK) at the junior high school level should go beyond developing motor skills and physical fitness, functioning as a strategic medium for fostering character values such as discipline, responsibility, cooperation, and sportsmanship. Effective PJOK learning integrates cognitive, psychomotor, and affective domains, allowing students not only to perform physical activities but also to internalize values through structured pedagogical interventions (Baena-Morales et al., 2021; Hernando-Garijo et al., 2021). Without explicit instructional design, character formation often occurs inconsistently, relying on informal learning during games or activities.

Models-based practice offers a systematic framework that supports the integration of skill development and character education in a planned and continuous manner. Through well-designed curricula and learning materials, teachers can create activities that explicitly promote character values

and facilitate reflection, ensuring that values are internalized rather than merely displayed as symbolic norms (Afif & Komari, 2024; Tjandra & Selvianita, 2023). This operational approach allows educators to articulate clear objectives, measurable character indicators, and stepwise learning sequences that support value internalization.

Empirical studies suggest that achieving this ideal requires contextualized teaching materials, valid assessment tools, and adequate instructional guidance for teachers. Despite widespread recognition of character education's importance, many PJOK teachers face difficulties in its practical implementation due to curricula, materials, and assessment systems that do not explicitly incorporate character development (Ayi, 2018; Yildirim & Gürpınar, 2023). Consequently, students' moral and social growth may remain underdeveloped or inconsistently cultivated.

Recent literature reviews highlight that teacher contributions to character development are often moderate and uneven, reflecting unrealized potential and inconsistent practices (Kaihoi et al., 2023; Kim, 2025). Although some development-oriented studies have attempted to produce character-based PJOK modules, many lack comprehensive validation, effectiveness testing, or alignment with the Pancasila Student Profile and locally relevant character indicators. This gap illustrates the persistent divide between national policy aspirations and classroom reality.

One widely recommended solution is the development of structured learning modules, including e-modules, designed with instructional models such as ADDIE. These modules integrate cognitive, psychomotor, and affective competencies and include explicit character assessment instruments (Gunawan et al., 2024; Maulana et al., 2024). Key elements such as integrated objectives, context-based activities, reflection sheets, and teacher guides enhance the systematic internalization of character values and facilitate consistent teaching practices.

Preliminary evidence indicates that character-based PJOK modules are feasible and potentially effective, though most studies are limited in scope or duration. Teachers' pedagogical competence, classroom management skills, and infrastructure readiness remain critical factors influencing successful implementation. Therefore, module development should be considered an integrated effort that combines product design, teacher capacity building, and rigorous empirical evaluation.

While prior research has often focused on teacher perceptions of character education or elementary-level modules (Muhtar & Dallyono, 2020; Mushlih, 2025), few studies provide comprehensive literature reviews on junior high school PJOK modules, combining national and international perspectives and addressing contextual demands such as the Pancasila Student Profile. A systematic review can consolidate empirical findings, identify methodological and practical gaps, and inform evidence-based frameworks for module design, bridging theory and practice.

Given these considerations, this study aims to (1) examine empirical evidence on character value integration in PJOK, (2) identify key components and indicators of character-based modules, and (3) propose a practical framework for module design and future research agendas, including validation and effectiveness testing. By synthesizing national and international studies with a focus on modules as the primary unit of analysis, this review provides both theoretical and practical foundations for developing PJOK modules that effectively foster student character in junior high schools.

## Method

This study employed a systematic literature review to examine empirical findings on the integration of character values into junior high school Physical Education (PJOK) learning modules. Articles published between 2018 and 2025 were retrieved from Google Scholar, ERIC, and ScienceDirect, selected for their coverage of national and international journals relevant to physical education and character education. Search keywords included "character education in physical education," "PJOK module development," "character values integration," "physical education learning module," and "student character formation," incorporating both English and Indonesian terms to capture contextually relevant studies. Inclusion criteria were empirical studies (experimental, R&D, survey, or systematic reviews) published in accredited journals, fully accessible, and directly addressing character integration in learning modules; exclusion criteria omitted non-empirical articles, opinion pieces, and

research unrelated to junior high school contexts. Duplicates were removed, and only studies meeting quality and relevance standards were analyzed.

Data from the selected articles were analyzed using thematic analysis to identify patterns, core module components, effectiveness, and research gaps. Themes were developed inductively, with cross-checking across sources to ensure consistency and credibility. Methodological rigor was considered by evaluating study designs, sample characteristics, measurement tools, and context-specific factors influencing implementation. Comparative analysis between national and international studies highlighted differences in pedagogical approaches, curricular alignment, and assessment practices. This approach enabled a comprehensive synthesis of effective strategies, module structures, and evidence-based insights to inform the design and application of character-based PJOK modules.

## Results and Discussions

### Patterns of Character Value Integration in Physical Education Learning

The literature shows that character values in Physical Education (PJOK) are integrated through three main approaches: direct, indirect, and reflective. Each approach serves distinct pedagogical purposes. Physical activities can foster prosocial behavior, but character values do not develop automatically; explicit teacher guidance is essential. Teachers need to select approaches based on the classroom context and student characteristics, while the effectiveness of each approach depends on instructional quality and consistency in evaluation.

The direct approach involves explicit teaching of values before practice, providing students with a clear conceptual foundation. The indirect approach allows values to emerge naturally through authentic games and social interactions. The reflective approach emphasizes connecting experiences to deeper moral meanings through structured reflection. These approaches are complementary and should be combined to balance physical activity with value internalization.

**Table 1.** Patterns of Character Value Integration in Physical Education Learning

Approach	Definition	Example of Implementation	Strengths	Limitations
Direct Approach	Values are explicitly taught	Teacher explanation before practice	Reduces practice ambiguity, provides clear structure	Time-consuming, may limit experiential learning
Indirect Approach	Values emerge through experience	Team-based games	Contextual, natural, promotes deep understanding	Values may go unnoticed without guidance
Reflective Approach	Values are understood through reflection	Student reflection sheets	Strengthens internalization of values	Requires specific tools and facilitation

Sources: Anastasiadis et al., (2018); Kiersch & Gullekson, (2021); Kioupi & Voulvoulis, (2019); Komisaryk et al., (2023); Nurasih et al., (2022); Rieger, (2019); Sinakou et al., (2019); Zurqoni et al., (2018).

These findings are consistent with research on structured teaching models, such as Teaching Personal and Social Responsibility (TPSR), which enhance responsibility and prosocial behavior through explicit instruction and guided reflection (Manzano-Sánchez & Valero-Valenzuela, 2019; Xie et al., 2025). Game-based learning improves cooperation and empathy but requires active teacher facilitation (Anastasiadis et al., 2018; Komisaryk et al., 2023). Reflective approaches further support stable value comprehension, allowing students to reassess their behavior (Kioupi & Voulvoulis, 2019; Sinakou et al., 2019). Combining direct and reflective approaches has been shown to produce more consistent character improvement than single strategies alone (Kiersch & Gullekson, 2021; Rieger, 2019).

### Core Components of a Character-Based Physical Education Module

Character-based PE modules differ from conventional modules by including additional components such as character objectives, socially oriented activities, reflection sheets, and affective assessment instruments. These elements ensure that character values are explicitly learned. Module effectiveness depends on the completeness of these instructional components, which guide teachers throughout implementation. A clear learning sequence from value introduction, practical experience, reflection, to behavioral evaluation along with operational guidance, is critical for consistency.

**Table 2.** Core Components of a Character-Based Physical Education Module

Component	Description	Role in Character Formation
Integrated Learning Objectives	Combine PE competencies with character values	Establish learning direction and reinforce character values
Value-Based Practical Activities	Physical activities designed with social contexts	Foster real-world application of character values
Reflection Sheet	Student reflections on behavior and learning	Strengthen value internalization
Character Assessment Instruments	Rubrics, journals, attitude scales	Measure progress and development
Teacher's Guide	Step-by-step instructions for implementation	Ensure consistency across teachers

Sources: Calderón et al., (2020); Chen, (2020); Lestari et al., (2025); Macovei & Popescu, (2022); Mau, (2024); Mukhalalati & Taylor, (2019); Neumerski et al., (2018); Purwaningsih, (2024); Sewagegn, (2020); Wani, (2025).

These components collectively enable systematic character development. Integrated objectives guide teachers in embedding values, practical activities provide social experiences, reflection sheets facilitate understanding of behavior, assessment instruments allow objective evaluation, and teacher guides ensure consistent implementation. International and national studies confirm that complete modules including reflection and assessment optimize character internalization (Mau, 2024; Purwaningsih, 2024; Lestari et al., 2025; Wani, 2025).

### Effectiveness of Character-Based PE Modules on Character Development

Evidence shows that character-based PE modules positively impact cooperation, discipline, responsibility, and sportsmanship. Students using these modules demonstrate higher engagement and productive social interactions, particularly through cooperative games.

**Table 3.** Effectiveness of Character-Based PE Modules

Character Dimension	General Research Findings	Average Improvement
Discipline	Increased significantly	18–25%
Responsibility	Improved in both individual and group tasks	15–22%
Cooperation	Highest and most consistent improvement	20–30%
Sportsmanship	Improved with varied outcomes	14–20%

Sources: Bessa et al., (2019); Endriani et al., (2022); Guiyang et al., (2024); Kurniawan et al., (2025); Resita & Ertikanto, (2018); Roux & Dasoo, (2020); Safi'i et al., (2024); Sopacua et al., (2020); Sutarti et al., (2025); Yoffi Amiel, (2023).

Cooperation consistently shows the highest improvement in character-based PJOK modules, primarily due to team-based activities that promote social interaction and peer collaboration. However, the degree of improvement varies depending on class size, group composition, and the level of teacher facilitation, highlighting the importance of context-specific adaptation for effective character development. This finding aligns with both national and international studies indicating that structured group activities foster prosocial behavior when guided appropriately (Roux & Dasoo, 2020; Anastasiadis et al., 2018).

Discipline improvements are observed when clear rules and expectations are integrated into PJOK modules, demonstrating that structured learning environments are essential for internalizing self-regulation and responsibility. Yet, variability in outcomes suggests that teacher consistency,

reinforcement strategies, and student motivation significantly influence results, indicating the need for ongoing teacher support and training (Kurniawan et al., 2025; Safi'i et al., 2024).

Responsibility develops through both individual accountability tasks and group assignments, reinforcing students' awareness of their roles within social and physical activities. Empirical evidence highlights that modules combining direct instruction with reflective practices enhance responsibility more reliably than activities relying solely on experiential learning (Manzano-Sánchez & Valero-Valenzuela, 2019; Sutarti et al., 2025).

Sportsmanship shows more variable improvements, largely influenced by students' emotional regulation, prior experiences, and classroom dynamics. These differences underscore the need for differentiated pedagogical strategies and supportive learning environments that address individual socio-emotional development (Kioupi & Voulvoulis, 2019; Sinakou et al., 2019). Without targeted guidance, students may not consistently internalize fair play and respect.

Guided reflection emerges as a critical component for stable value internalization. Reflection sheets, journaling, and structured discussion provide opportunities for students to connect experiences to moral reasoning and personal growth. National and international studies confirm that modules incorporating reflective practices result in more sustained character development compared to modules lacking this component (Resita & Ertikanto, 2018; Sopacua et al., 2020).

While character-based modules are effective, implementation challenges remain, including teacher competence, available infrastructure, and curriculum constraints. Addressing these challenges requires professional development, contextualized teaching materials, and practical guidelines to ensure consistent application across diverse school settings. Comparative analysis between international and national studies suggests that cultural and curricular differences must be considered when adapting modules for local contexts (Bessa et al., 2019; Yoffi Amiel, 2023).

This review confirms that systematic pedagogical design not merely participation in physical activity is essential for fostering character in PJOK. Evidence indicates that modules integrating direct, indirect, and reflective approaches, combined with structured guidance and assessment, constitute evidence-based interventions for junior high school students. Future research should focus on longitudinal studies, rigorous experimental designs, and evaluation of contextual factors to further strengthen the practical application and sustainability of character-based PJOK modules.

## Conclusions

Based on the literature review, this study concludes that integrating character values through PE learning modules at the junior high school level is an effective, structured, and relevant approach for current educational needs. Modules designed with comprehensive components including integrated objectives, value-based activities, reflection sheets, affective assessment instruments, and teacher guidelines make a significant contribution to improving students' cooperation, discipline, responsibility, and sportsmanship. The three patterns of value-integration approaches (direct, indirect, and reflective) are proven to complement one another and support deeper character internalization. In addition, the effectiveness of the module is strongly influenced by the consistency of teachers in facilitating the learning process. Previous research findings reinforce that character-based modules have a strong pedagogical impact, especially when supported by contextual activity designs and guided reflection. Thus, character-based PE modules hold great potential as a strategic intervention to strengthen character education in junior high schools.

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