

## Integration Of Character Values Through Volleyball Courses At State Middle School 11, Jambi City

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### ABSTRACT

The fact obtained from the research is that volleyball learning not only plays a role in improving students' motor skills, but is also effective in instilling character values, especially honesty, discipline, responsibility, and hard work. The purpose of this study is to find out and describe the level of integration of character education values through volleyball subjects at SMPN 11 Jambi City. This study aims to find out and describe how well character values are integrated in volleyball learning at SMP Negeri 11 Jambi City. The method used is a descriptive quantitative approach involving 27 grade VIII students as research subjects. The results of the study revealed that the integration of character values in volleyball learning is classified as good, with an average achievement of 83.2%. More specifically, the discipline indicator recorded a percentage of 84% (good), sportsmanship reached 78% (sufficient), hard work 82% (good), responsibility 85% (good), and honesty 87% (very good). The indicator with the highest achievement was honesty, while sportsmanship ranked lowest. This study concludes that volleyball learning not only serves to improve students' technical skills but is also effective in instilling character values. On the other hand, the aspect of sportsmanship needs more attention through learning strategies that emphasize accepting defeat, controlling emotions, and respecting opponents.

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A. Conception and design of the study;  
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## INTRODUCTION

In facing the global challenges of the 21st century, character education is a key pillar in developing superior human resources (Khairiyah & Dewinda, 2022; Yunizar et al., 2024). Today's world requires not only intellectually intelligent individuals but also those with strong character traits such as honesty, cooperation, responsibility, sportsmanship, and discipline (Arifah, 2023; Erfayliana, 2015). The United Nations Educational, Scientific and Cultural Organization (UNESCO) emphasizes the importance of integrating moral and ethical values into the educational curriculum to develop responsible, critical, adaptive global citizens who are ready to face dynamic global change (UNESCO, 2015).

Nationally, Indonesia has emphasized the urgency of character education through the Strengthening Character Education (PPK) program, which mandates the integration of

character values into every school subject, including Physical Education, Sports, and Health (PJOK). Physical education is unique because learning takes place not only in theory but also through real-life experiences in physical activities that can shape students' attitudes, behavior, and social skills (Arifin, 2017; Yulia Sari et al., 2024). Therefore, physical education plays a strategic role in internalizing character values through direct interaction between students, group work, and experiences facing challenges on the field.

In the context of sports, volleyball is a potential learning medium for instilling character values. This game demands solid teamwork, sportsmanship in accepting the outcome of the match, discipline in adhering to the rules, and responsibility for each team member's role (Agudjir & Naim, 2025). Furthermore, volleyball can also teach the value of honesty through openness in admitting mistakes or violations, as well as hard work in training to improve individual and team skills. However, the reality on the ground shows that the implementation of character education in physical education, particularly volleyball, is still less than optimal. Teachers often focus more on technical skills, while the instillation of character values has not been systematically managed.

This was also evident at SMP Negeri 11 in Jambi City. Based on initial observations, although volleyball instruction was aligned with the curriculum, the approach to integrating character values was not optimal. Some emerging issues included low student sportsmanship, such as blaming each other when the team lost, rather than supporting each other to correct mistakes. Team accountability was also weak; some students rarely attended practice and failed to fulfil their roles effectively during games, leading to disappointment among teammates. In terms of discipline, students frequently violated simple rules, such as not returning the ball to the opponent's area after a point, demonstrating a lack of respect for the rules of the game. A consistent attitude of hard work was also not evident, as evidenced by some students' reluctance to practice despite having the potential to improve.

Even in terms of honesty, cheating to gain an advantage was still found. This situation is increasingly important to address, given that data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) indicates concerns about the decline in character values among Indonesian students, particularly in terms of honesty, discipline, and social awareness (Nugraha et al., 2024). The 2023 report from the Jambi City Education Office also emphasized the need to strengthen character-based learning at the junior high school level, including through sports instruction. This means that volleyball instruction in schools should not only be viewed as a means to improve physical and motor skills, but also as a vehicle for more comprehensive character development.

Based on this background, a quantitative study aimed at measuring the extent to which character values are integrated into volleyball instruction at SMP Negeri 11 in Jambi City is crucial. This study is expected to provide a concrete picture of the implementation of character education through sports and serve as a basis for designing more targeted learning strategies to develop students who excel not only in sports skills but also possess strong character, enabling them to face the challenges of life in the future.

## METHODS

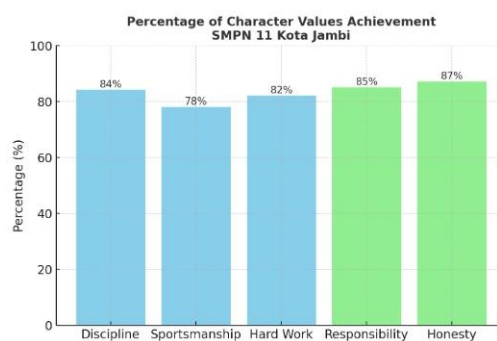
This study uses a descriptive quantitative approach with the aim of systematically, factually, and accurately describing phenomena regarding the achievement of character values in students. In the context of this study, a descriptive quantitative method was used to describe the percentage of achievement of the values of discipline, cooperation, sportsmanship, responsibility, and honesty among students at SMPN 11 Kota Jambi through volleyball learning activities. Data were collected through structured observations of student behavior during the learning process.

The study population was all students at SMP Negeri 11 Kota Jambi who participated in volleyball lessons in the Physical Education (PJOK) subject. The sample was determined using a stratified random sampling technique, considering the eighth-grade strata to ensure proportional representation. This technique was chosen to strengthen the external validity of the research results and generalizability to the entire student population. Data collection in this study was conducted through questionnaires, documentation, and observation. A five-level Likert scale questionnaire was used to measure students' attitudes toward character values such as discipline, cooperation, sportsmanship, responsibility, and honesty.

## RESULTS AND DISCUSSION

### Result

This research was conducted at SMP Negeri 11, Jambi City, involving 27 eighth-grade students as participants. The main instrument was a five-point Likert-scale questionnaire consisting of 30 questions, developed from five character value indicators: discipline, sportsmanship, hard work, responsibility, and honesty. Each item provided answer options ranging from "strongly disagree" to "strongly agree," so that the data obtained were able to describe the extent to which internalization of character values was manifested in student behavior during volleyball learning. The results of data analysis showed that the level of achievement in each indicator varied, but generally fell into the good category.



**Figure 1.**

Percentage of Character Value Achievement of Students at State Junior High School 11, Jambi City

The discipline indicator scored 84%, which is considered good. This indicates that most students were able to comply with the game rules, arrive on time, and demonstrate regularity in their learning. The sportsmanship indicator scored the lowest, at 78%, and is categorized as fair. This finding indicates that students still face challenges in accepting defeat, controlling emotions, and showing respect for opponents. This situation indicates the need for learning strategies that emphasize fostering sportsmanship so that students can internalize the meaning of healthy competition. Meanwhile, the hard work indicator scored 82%, which is considered good, indicating that the majority of students demonstrated perseverance, maximum effort, and an unyielding spirit in training and competitions.

For the responsibility indicator, students achieved 85%, also in the good category. This score reflects students' awareness of carrying out tasks, maintaining equipment, and actively participating in learning activities. The indicator with the highest achievement was honesty, with a score of 87%, categorized as very good. These results demonstrate that students have become accustomed to displaying honesty, both in admitting mistakes and in following the game rules without cheating. Overall, the average achievement for all five indicators was 83.2%, which falls into the good category. This means that volleyball instruction at SMP Negeri 11 in Jambi City not only improves basic motor skills and techniques but also serves as a fairly effective vehicle for character education.

However, these results also indicate that one aspect still requires special attention, namely sportsmanship. The relatively lower percentage compared to other indicators suggests that the internalization of character values is not yet fully equitable across all dimensions. Therefore, physical education teachers need to develop learning strategies that emphasize direct experience, reflection, and modelling sportsmanship. This is expected to achieve a more balanced achievement across all indicators in the future. To provide a more detailed picture, the results of this study are also presented in the form of a percentage distribution table and a bar chart showing the comparison of achievement across student character value indicators.

## Discussion

The results of this study indicate that the integration of character values through volleyball learning at SMP Negeri 11 Jambi City is generally in the good category, with an average achievement of 83.2%. This indicates that sports activities, particularly volleyball, can serve as an effective medium for instilling character values in students. When viewed from each indicator, there are variations in achievement that provide interesting information. The indicator with the highest score is honesty (87%, very good). This finding indicates that students can be honest in game situations, such as admitting mistakes, not cheating, and providing accurate information. This finding is in line with research by Kamaruddin et al. (2024), which explains that physical education is effective in building integrity because students directly face situations that demand honesty in real practice. A high level of honesty indicates that students not only understand moral

concepts (moral knowing) but are also accustomed to applying them (moral action). Conversely, the indicator with the lowest achievement is sportsmanship (78%, sufficient). This low achievement indicates that some students are still unable to accept defeat well or control their emotions during matches. These findings align with research by Hasibuan et al. (2024), which states that sportsmanship requires repeated practice, not just conceptual understanding. In other words, sportsmanship values will develop better if physical education teachers consistently provide good examples, positive reinforcement, and post-match reflections to help students become accustomed to sportsmanship. Other indicators, such as discipline (84%), hard work (82%), and responsibility (85%), show good ratings. These results support (Jannah et al.'s, 2025) argument that learning experiences through team sports are highly effective in fostering responsibility and discipline. In volleyball activities, students are accustomed to arriving on time, carrying out tasks as directed, and striving for team success. These attitudes are life skills that are essential for the character development of the young generation in the 21st century.

Theoretically, character education encompasses three elements: moral knowing, moral feeling, and moral action. In the context of volleyball learning, students are not only given an understanding of the importance of character values, but also allowed to experience emotional experiences directly in competitive situations and practice these values in real life on the field. Thus, this study confirms that volleyball learning serves not only to master motor skills but also as a means to shape students' character. However, further efforts are needed to improve sportsmanship achievements, for example, through experiential learning strategies, assigning responsibility in roles, and reflecting on values after sports activities.

## CONCLUSION

Based on the research results, it can be concluded that the integration of character values through volleyball learning at SMP Negeri 11, Jambi City, is generally in the good category, with an average achievement of 83.2%. When viewed per indicator, student discipline scored 84% (good), indicating that the majority of students are accustomed to arriving on time, obeying rules, and consistently following teacher directions. Sportsmanship was the indicator with the lowest achievement, at 78% (adequate), indicating that there are still challenges in accepting defeat, controlling emotions, and respecting opponents. The hard work indicator scored 82% (good), reflecting persistence, never giving up, and a willingness to strive optimally in every learning activity. Responsibility reached 85% (good), indicating that students are consistent in carrying out their roles and can take responsibility for mistakes without blaming teammates. Meanwhile, honesty was the indicator with the highest score, at 87% (very good), indicating that students have upheld integrity, avoided cheating, and dared to admit mistakes during the learning process. Thus, volleyball instruction is not only effective in improving physical and technical skills but also significantly contributes to

strengthening students' character. However, special attention is needed to emphasize sportsmanship to ensure more equitable and balanced character development across all indicators, thus optimally achieving the goal of physical education as a vehicle for developing a holistic personality.

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