Character-Based Tactical Learning Model for Strengthening Characters in Sports Physical Education (PJOK) of 5th Graders Elementary Schools

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Abstract. In Indonesia there is a problem of a growing moral crisis, as a negative impact of ICT developments and globalization. Cases such as student fights, free sex, alcoholism, mass brawls, thuggery, corruption, drugs, almost every day are reported on TV and in print media. The crisis comes from moral which is related to educational practice. Therefore, it is appropriate to restore the values that have been taught by the nation's founders. PJOK subjects as one of the subjects in elementary school, must be able to develop character values, such as friendliness, caring, cooperation, discipline, honesty, sportsmanship, and responsibility. One of the PJOK learning models that are in accordance with constructivism theory and according to the age of development of children is the Tactical learning model. Character-based Tactical Learning is expected to strengthen and build the character of students according to national character values.

Keywords: character, Elementary School, PJOK, Tactical learning model.

1 Introduction

Law No. 20 of 2003 concerning the National Education System states that national education functions to develop capabilities and form dignified national character and civilization in order to educate the life of the nation. The aim of national education is to develop the potential of students to become human beings who believe and fear God Almighty, are noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. To support the achievement of national education goals mandated in Law No. 20 of 2003, then in the 2005 - 2025 National Long Term Development Plan (RPJP) (Law No. 17 of 2007), among others, mandates the realization of a noble, moral, ethical, cultured, and civilized society based on the Pancasila philosophy. The purpose of this national education is a formula for the quality of Indonesian people that must be developed by each education unit, including in elementary schools [1].

In accordance with the 2013 elementary school curriculum, the learning objectives of each subject must be able to develop attitudes, knowledge, and skills according to established graduate competency standards. For this reason, elementary school learning needs to develop and form a spiritually, socially, intellectually, and kinesthetically intelligent person, so that elementary school education is able to realize intellectual, noble, moral, ethical, cultured, and civilized graduates who have the ability to produce, creative, affective, and innovative, so that they are able to become collaborative and competing individuals in life in society. Penjasorkes

(PJOK) subjects as one of the subjects in elementary school, in each learning must be able to develop character values, such as friendliness, caring, cooperation, discipline, honesty, sportsmanship, and responsibility [2].

The positive impact of the globalization era is the entry of advanced science and technology into Indonesia. Nation children are easier to learn modern science and technology through various media such as radio, TV, newspapers, and the internet. The negative impact of unfavorable foreign culture is also included and absorbed by the children of the nation. As a result, the behavior of the nation's children began to be contaminated with foreign cultures which sometimes were not in accordance with our noble culture. The character of the nation's children has changed. *Ketimuran* customs are being abandoned. They live like westerners. Some even feel more modern if they can be stylish and behave like strangers.

Today Indonesia country is facing a problem of a continuing moral crisis, as a negative impact of ICT developments and globalization. Cases such as student fights, free sex, alcoholism, corruption, mass fighting, thuggery, drugs, almost every day are reported on TV and print media. The crisis comes from moral, morality which is directly or indirectly related to educational practice. This is due to individual damage to the community that occurs collectively so that it becomes a culture. This culture then internalizes within the heart of Indonesian society and becomes a national character. If education is seen as failing to build the character of the nation, there is something wrong in the education system. Some circles say that education is caused by educational disorientation [3].

Broadly speaking, the moral crisis that hit Indonesia can be categorized into four, namely (1) crisis of identity, where the Indonesian people are no longer able to recognize themselves as a nation, (2) ideological crisis, Pancasila as an ideology is only a name, no longer a living ideology in the daily behavior of Indonesian people, (3) character crises, where speech, attitudes, and community behavior do not reflect national character, (4) a crisis of trust, where suspicion and disparagement of others shows how Indonesian people have faded their trust in others . Stubborn, unruly, and trampling on existing norms show people's distrust to the government [4].

The above conditions are exacerbated by the occurrence of a cultural crisis. Culture is not only limited to mere art and tradition, but also covers various complexities of patterned ideas and behaviors in the citizens of this nation. Disputes among fellow nationals have not subsided, but have become increasingly fierce. Various acts of violence, corruption, collusion and nepotism are increasing. Harmony and respect as a noble culture of the nation increasingly fade. The nation's problems did not only occur in the political and economic elite, but also in the community. It was really worrying, because these things happened also among elementary school children. Today we often hear through the mass media, many elementary school children are making brawls, as happened to the children of Pekunden Elementary School in the city of Semarang in November 2016 [5]. In connection with this, the question arises, why does a nation that has a legacy of noble cultural values still experience a crisis that is quite alarming, especially the crisis that arises is more caused by problems of cultural values.

These various crises have led to tremendous cultural transformation, and this transformation cannot be resisted, but instead must be welcomed as the only escape from suffering, destruction and freezing [6]. Efforts to deal with these cultural transformations are by reexamining the premises and old cultural values and new acceptance of values that have been abandoned or new ones that still have usefulness. The most appropriate strategy to deal with this is education. Education is a conscious and planned effort to humanize humans. Through education, human beings can be prepared with character to maintain and make changes for the development of a better civilization. At the elementary school level, the

cultural transformation also needs to be carried out in a planned and accountable manner, moreover primary school education is a golden period of character formation. Therefore, it is appropriate to try to restore the values that have been taught by the nation's founders as well as the resumption of a sustainable agenda to organize education in elementary schools which emphasizes character education as an effort to build national character (nation character building), through learning can strengthen character.

Character education must be oriented towards children's behavior toward moral reinforcement which is reflected in religious life, honesty, hard work, sense of responsibility, and concern for others. Character education plays a very important role in strengthening soft skills and planting positive personality for children. Character education is not just manners, modesty in life but a lesson in addressing life itself. Furthermore, it was also stated that character education can be formed through planting various values developed based on local wisdom owned by the community. Local wisdom character education is character education developed based on the supporting cultural products of the community. The intended cultural products include language, philosophy, values, norms, ethics, folklore, rituals, beliefs, habits and [7].

Penjasorkes Learning Model in the context of physical education develops more based on orientation and curriculum model. In this case, the learning model is more often seen as the teacher's choice to see the benefits of physical education for students, or more commonly referred to as orientation. As per Permendikbud No. 147 / P / 2016, Penjasorkes subjects as one of the subjects in the 2013 curriculum taught not thematically in Elementary Schools, also must strengthen the character of students in learning. According to the characteristics of elementary school age as a playing period, PJOK learning in elementary school should emphasize the game. The general reality of PJOK learning in elementary schools today shows: (a) penjas programs in schools are less successful because they prioritize achievement, (b) techniques that are mastered very standard, (c) lack / lack knowledge and understanding of games, (d) the ability to make decisions among children is very worrying individually and in groups, (e) the nature of student dependence on teachers is very high.

One of the Penjasorkes learning models that are in accordance with constructivism theory and according to the age of development of elementary school age children is the Tactical learning model. The Tactical learning model is a learning model that emphasizes increasing problem solving skills, creativity, group collaboration and motor perception through play. The Tactical learning model has several characteristics, among others: (a) cultivating normative behavior and having a sense of responsibility of students towards their duties, (b) cultivating the habit of accepting differences between group members, respecting groups and other groups, especially in physical skills, (c) provide students with an understanding that physical activities including games provide an opportunity to gain excitement, challenges and personal expression in the interaction, (d) provide opportunities for students to understand game concepts, including tactics and strategies, game rules and principles and values the values contained in the game, (e) develop the creativity and reasoning of students, (f) improve the ability of students to solve problems, and (g) provide opportunities for children to interact with various experiences and collaborations [8].

By combining constructivism learning theory and humanism in PJOK learning, the authors predict PJOK learning will be able to strengthen character and improve student learning outcomes, for which the authors are interested in conveying the idea of Character Based Tactical Learning to strengthen character in PJOK learning in elementary schools. This is reinforced by the results of the study [9], entitled The Effect of the Tactical learning approach and the Technical learning approach on the passing and stoping skills learning

outcomes, the results of which are: (1) The learning approach using a tactical approach influences students' passing & stoping skills penjas FKIP UIR ... (2) The learning approach using a tactical approach influences the passing and stoping skills of the UAS FKIP student. (3) The learning approach uses a tactical approach and the technical approach is equally influential on the skills of passing and stopping the student of FKIP UIR. However, the learning approach using a tactical approach is more significant than the technical learning approach [10]

Character-based Tactical Learning is expected to strengthen and build the character of students according to national character values, realize learning as a process of transformation of values and culture, cultural conservation processes, formation of good citizens, and the process of forming competencies according to character values and national culture. The principles underlying character-based Tactical learning include: (a) instilling character values, (b) playing while learning, (c) developing students' natural instincts in conducting investigations and creations; (d) student-centered, so as to build critical thinking skills, reasoning and subsequently creativity and independence.

Based on that thought, in this paper will be discussed about "Character-Based Tactical Learning Model for Strengthening Characters in Sports Physical Education (PJOK) of 5th Graders Elementary Schools"

2 Methods

This is a conceptual study of answering the main problem in this paper that is: "How can an effective Character Based Tactical learning model be able to strengthen the character in PJOK learning in Primary Schools?". Therefore, The purpose of this paper is to describe the Character Based Tactical learning model that is able to strengthen the character in PJOK learning in Elementary Schools.

3 Discussion

3.1 The Definition of Character

The term character literally comes from the Latin "charakter", which means: character, character, mental characteristics, character, personality or morals. In terms, character is defined as human nature in general where humans have many traits that depend on their own factors of life. Character is a psychological, moral or character trait that characterizes a person or group of people. Definition of "The stamp of individually or group is impressed by nature, education or habit. Character is the values of human behavior that relate to God Almighty, oneself, fellow human beings, environment, and nationality which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners, culture , and customs. According to Suyanto [11], character is a way of thinking and behaving that is characteristic of each individual to live and cooperate, both within the scope of family, society, nation and state. Individuals who have good character are individuals who can make decisions and are ready to account for every result of the decisions hemakes(http://mandikdasmen.kemdiknas.go.id. Character related to the overall performance of someone in interacting with their environment. Therefore, in the character contained

elements of moral, attitude, and behavior. Someone is said to have good or bad character, it is not enough just to observe the words. Through attitudes and real actions that reflect certain character values, a person's character will be known. Character will be formed through habits. As revealed by Cronbach [12]: "Character is not accumulation of separate habits and ideas. Character is an aspect of the personality. Beliefs, feelings, and action are linked; to change character is to reorganize the personality. it is not effective if they cannot be integrated with the person's system of beliefs about others, about others, and about the good community."

Character as understood by Cronbach, is not an accumulation that separates habits and ideas. Character is an aspect of personality. Beliefs, feelings, and actions are actually interrelated, so changing character is the same as doing a reorganization of personality. As in [13] defines Character as the values of human behavior that relate to God Almighty, self, fellow human beings, environment, and nationality which manifests in thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners, culture and customs. In education, character values that are internalized to students are related to Spiritual and emotional development, intellectual development, Sports and Kinesthetic (Physical and kinetic development), and Olah Rasa and Karsa (Affective and Creativity development).

In Indonesia, the values developed in cultural education and national character are identified and sourced from: (1) religion, (2) Pancasila, (3) culture, and (4) national education goals. Based on the four sources of value, 18 values were identified for cultural education and national character, namely: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic (9) curiosity, (10) national spirit, (11) love for the country, (12) respect for achievement, (13) friendly / communicative, (14) peace-loving, (15) likes to read, (16) caring for the environment, (17) caring for the social, and (18) responsibility [14].

According to [15], there are nine pillars of character derived from universal noble values, namely: first, the character of God's love and all of his creations; second, independence and responsibility; third, honesty / trustworthiness, diplomatic; fourth, respect and courtesy; fifth, generous, like helping and mutual cooperation / cooperation; sixth, confident and hard worker; seventh, leadership and justice; eighth, kind and humble, and; ninth, character of tolerance, peace and unity.

The nine character pillars are taught systematically in a holistic education model by using methods that are good, feeling the good, and acting the good. Knowing the good can be easily taught because knowledge is cognitive. After knowing the good, feeling loving the good must be grown, which is how to feel and love virtue to be an engine that can make people always want to do something good. So that there is a growing awareness that people want to do virtuous behavior because they love the virtuous behavior. After getting used to doing good, then acting the good turns into a habit.

In this paper, character is interpreted as a way of thinking and behavior that characterizes each individual to live and cooperate, both within the family, society, nation and state, which is formed from the results of internalizing various virtues that are believed to be true, whose indicators include: (1) care, (2) cooperation, (3) discipline, (4) friendship, (5) sportsmanship, (6) responsibility, (7) honesty, (8) hard work.

3.2 Tactical Learning Model

Tactical learning models are developed based on constructivism theory. The tactical approach encourages students to solve tactical problems in the game. This problem is

essentially related to the application of technical skills in game situations. Thus students increasingly understand the link between technique and tactics. Another advantage, this approach is right for teaching playing skills in accordance with the wishes of students. The main objective of the tactical approach in game learning is to improve students' understanding of the concept of play.

The play tactic approach helps think of the teacher to reexamine their philosophical views on playing education. This teaching model allows students to be aware of the interrelationship between playing and improving their playing appearance. As in [16] describes the purpose of the tactical approach specifically, namely to increase student awareness about the concept of playing through the application of appropriate techniques in accordance with the problem or situation in the game. Tactical game learning models use students' interest in a game structure to promote the development of tactical skills and knowledge needed for game performance. Whereas learning enters into the mindset of students, so that certain knowledge structures are formed. Tactical approach learning in physical education is part of cognitive learning.

In the tactical game learning model, the teacher plans the sequence of teaching tasks in the context of developing students' skills and tactical playing, leading to the actual play. Learning tasks resemble games and play modifications are often called "forms of play". The emphasis is on developing tactical knowledge that facilitates the application of skills in games, so students can apply their learning activities when needed. In essence, students can develop skills and tactical play on an ongoing basis.

In the tactical approach learning strategy is more emphasis on the concept of game-drill-game. The game is playing, students are required to play with the concepts given by the teacher and understand the game. Drill, namely repetition, the teacher must be more careful in seeing the student's game and if something goes wrong in the motion assignment, the teacher stops learning and gives an example of the correct movement, then the student performs the task of motion. Then the game is playing, after doing repetition or drill students return to the game with changes in motion tasks that have been carried out on the drill assignment. Learning through a tactical approach learning model familiarizes students to train cognitive, affective, and psychomotor. Tactical learning prioritizes the use of "tactical problems" as intermediaries and learning objectives. The teacher must be able to show tactical problems needed in the playing situation. As for students, it is very important to recognize the playing position in the field correctly, possible motion choices, and playing situations faced by students. Tactic awareness, using the basic ability to emphasize the problems of tactics that arise during the game. It is at the same time able to choose the response, it may lie in the movement skills in possession, such as passing, dribling and shooting in handball games. The main purpose in teaching sports in physical education is for pleasure, active involvement, and increasing the skills of students who have a positive impact on their lives. In the learning process, these goals will be achieved and whether or not depends on how the teaching methods / approaches applied by the teacher to students in teaching.

Learning through this tactical approach seeks to connect the tactical ability to play and basic technical skills by emphasizing the right time to train basic techniques and afflictions from the basic techniques into their relevance in tactical playing skills, so as to stimulate students to think and find their own reasons. reasons that underlie movement and appearance (peformance). In addition, this tactical approach system can be used to avoid the lack of achievement of the goals / competency targets taught because of the lack of facilities available at the school, or due to the small allocation of time given to these physical education subjects.

In practice, this tactical approach utilizes modified forms of play, for example in volleyball games, the form of modification such as the size of the field is reduced, net pole

height is shortened, the number of players can be reduced or added. This modification is adapted to the ability of students and the facilities available.

This tactical learning model is a learning model that is specific to developing students' skills and tactical skills in sports games that lead to actual play. This model also emphasizes the development of tactical knowledge that facilitates the application of skills in games, so that students can apply their learning activities when needed. At its core is developing skills and tactical play on an ongoing basis.

By adapting the opinion of Metzler [17], the stages of learning tactical models include: (1) introduction to the game, including its classification and description of how the game is played; (2) serving and convincing students 'interest to play through historical teaching of the game and its frequently occurring habits, (3) developing students' tactical awareness by presenting tactical main problems in the game, (4) using learning activities resembling games to teach students recognize when and how to apply tactical knowledge that is done in the game, (5) start a combination of tactical knowledge with the implementation of skills in activities similar to the game, (6) students develop the ability to perform correctly and precisely, based on a combination of tactical knowledge and skills.

3.3 Character-Based Learning

According to Syamsudin [18], learning is a series of interactions between students and teachers in order to achieve learning goals. Learning in this paper is interpreted as an interaction between students and teachers, as an active and dynamic process, to help students develop in full, both in cognitive, affective and psychomotor aspects, in order to achieve the learning objectives and / or competencies expected in the PJOK subject in grade V elementary school.

Character learning in this paper is interpreted as learning by raising material or problems related to character norms or values into a learning process and linking them with the concepts of PJOK games that exist in the elementary curriculum and are explicit, linked to the context of participants' lives daily students, or can also be started from topics or concepts that exist in the curriculum then connected with the material or problems related to norms or character values, and explicitly, associated with the context of the lives of everyday students.

The character values included in the PJOK learning process in this paper include: (1) caring, (2) cooperation, (3) discipline, (4) friendship, (5) sportsmanship, (6) responsibility, (7) honest , (8) hard work. According to Sudrajat [19], alternative character learning steps are as follows: 1) introduction, 2) core activities, which include 3 stages, namely: (a) exploration, (b) elaboration, (c) confirmation, and 3) cover.

3.4 Character-Based Tactical Learning Model

Character-based Tactical Learning in this paper was developed based on the paradigm of humanism-constructivism. One of the figures in Humanism's learning theory is Carl Ransom Rogers. The ideas and concepts of the theory are much influenced by the theory of Abraham H. Maslow's needs. According to Maslow's theory of needs, in each individual there are a number of needs arranged in stages, starting from the lowest but basic needs (physiological needs) to the highest level (self actualization). Every individual has the desire to actualize themselves, which by Carl R. Rogers is called the drive to be himself (to becoming a person). Students also have the urge to be themselves, because in themselves there is the ability to understand themselves, determine their own lives, and handle their own problems. That is why, in the learning process, learning conditions should be created that enable students to

actively actualize themselves. Self-actualization is a process of being yourself and developing unique psychological traits and potentials. The process of one's self-actualization develops in line with the development of his life, because each individual is born with the potential for growth and development both physically and psychologically respectively. The process of growth and development in each individual follows different stages, directions, rhythms and tempo of development [20]. According to Humanism theory, learning is based on the idea that learning is an activity carried out by someone in their efforts to fulfill their life needs to be able to self-actualize. In the learning process, these needs need to be considered so that students can develop optimally, by providing learning services tailored to the characteristics and development of students, so that students can achieve self-activation. Learning according to the Humanism paradigm is learning that is able to help children to achieve self-actualization, as a form of character that differentiates it from other individuals, by providing learning services tailored to the development and characteristics of children.

According to the constructivist paradigm, learning prioritizes problem solving, developing concepts, constructing solutions and algorithms rather than memorizing procedures and using them to get a correct answer. Learning is more characterized by experimentation activities, questions, investigations, hypotheses, and models generated by the students themselves. In general, there are five basic principles underlying the class of constructivism, namely (1) laying out issues that are relevant to the needs of students, (2) arranging learning around the main concepts, (3) respecting the views of students, (4) learning material adjust to the needs of students, (5) assess learning contextually.

Character-based Tactical Learning in this paper emphasizes problem-based learning based on play and character. By adapting the opinions of Metzler (2000) and Sudrajat (2010) about alternative steps of tactical learning and character learning, the stages of character-based Tactical learning in this paper are as follows: (1) the introductory stage of the game, including its classification and description of how the game is played; (2) the stage of serving and convincing the interest of students to play through the teaching of historical play and habits that often occur, (3) the stage of developing students' tactical awareness by presenting tactical main problems in the game, (4) the stage of using learning activities resembling the game to teach students to recognize when and how to apply tactical knowledge is done in the game, (5) the stage of starting a combination of tactical knowledge with the implementation of skills in the activity resembling the game, (6) the stage of students developing their performance abilities correctly and precisely, based on a combination of knowledge tactics and skills, (7) evaluation phase.

4 Conclusion

Character-based Tactical Learning Model to strengthen character in PJOK learning in elementary school needs to emphasize problem-based learning based on play and character. The character-based stages of Tactical learning are as follows: (1) the introductory stage of the game, including its classification and description of how the game is played; (2) the stage of serving and convincing the interest of students to play through the teaching of historical play and habits that often occur, (3) the stage of developing students' tactical awareness by presenting tactical main problems in the game, (4) the stage of using learning activities resembling the game to teach students to recognize when and how to apply tactical knowledge is done in the game, (5) the stage of starting a combination of tactical knowledge with the

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