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**Strengthening the Character of Sportsmanship and Cooperation in Football Games**Alfat[✉], Hadi Pajarianto², A. Nurhayati³

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Keywords:Character; Sportsmanship;
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Character development in students can begin at an early age. Many character characteristics such as sportsmanship and cooperation are taught in physical education. The purpose of this study was to identify strengthening sportsmanship and cooperation in football learning. This research includes action research related to football learning. The subjects of the study were 15 students of high school 14 Luwu, Bonelemo Village, West Bago Regency. This research uses 4 stages of design which include the stages of planning, action and observation, reflection, after completion of reflection. Through research design, it can determine the improvement of sportsmanship and cooperation in football defense. This study focuses on the design of action research which includes (1) behavioral aspects in students by 70%. (2) Psychomotor performance tests with an average score of at least 70% in the good category. The results showed that in cycle 1 the character of sportsmanship was 47% and cycle 2 was 80%. While the character of cooperation in cycle 1 is 48% and cycle 2 is 82%. The conclusion is that the strengthening of character from the pre-cycle stage, cycle 1 and cycle 2 shows that the importance of the role of an educator in cultivating the value of sportsmanship and cooperation. Student character develops as a result of supportive learning environments, interactive learning settings, and student collaboration and good sportsmanship with each other while learning. Strengthening the characteristics of sportsmanship and cooperation can be implemented in conscious continuous football learning and instilling habits in students.

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INTRODUCTION

The implementation of character education in Indonesia is currently inadequate. The main motive for implementing character education is the image of society and even the world of education in Indonesia which is not ideal. Coupled with the rapid entry of the impact of globalization, which provides various advanced information technology facilities to seem to make this world borderless, can be a source of unwanted character formation if used incorrectly. Globalization offers tremendous opportunities and facilities to anyone who is willing and able to take advantage of them, both for the benefit of individuals and the interests of the Ummah as a whole. However, globalization has both beneficial and dangerous consequences. Some of the negative impacts of globalization include the emergence of an instant generation that wants to enjoy desires without going through a difficult process of struggle, moral decay, consumerization, and the attitude of individuals who do not want to care about each other.

Indonesia already has a policy on Strengthening Character Education which has become a national movement (Ariestina, 2019). The movement is a comprehensive effort to empower, humanize, and civilize students through student-based learning (Surya, 2017). The purpose of strengthening this character education is to give birth to Indonesian people with strong and commendable character (Permana et al., 2021). In educational institutions at all levels, character education must become mainstream through the cultivation of noble religious and cultural values (Mujiburrahman, 2022), which is the basic capital in the context of shaping the character of the nation and state (Supa'at, 2014), to shape social attitudes and skills of the 21st century (Angga et al., 2022; Khatimah et al., 2022). All areas of education in the Tri Center, starting from households, schools, and communities must participate in supporting the mainstreaming of terse character education but.

Character is a characteristic, ethic, character, or character of a person as he grows up from birth to the end of his life (Ginting, 2014). Character relates to human disposition and behavior internalized from his environment. A person's character will be good if it is based on appropriate and agreed moral and ethical norms in society (Santika, 2020). So character education has stages of instilling knowledge, strengthening feelings, and rationalizing actions that will characterize a person (Munawwaroh, 2019). Thus, it is very important from an early age to carry out literacy about character so that students' knowledge is able to understand the importance of character, as well as how to hone feelings that are

able to foster awareness of human rights and obligations towards other humans, and strengthen their implementation in a small scope to a broad domain.

There are many characters in suits and sports that can be combined in motion activities and various forms of play, such as sportsmanship, honesty, courage, hard work, self-control, responsibility, cooperation, fairness, and wisdom, and respect for opponents. Among the outstanding characters in physical education learning is sportsmanship (Ariyanto et al., n.d.; Rusdin et al., 2022; Sobarna et al., 2022). The main features of character refer to such important values as honesty, true kindness, loyalty, hard effort, and integration. In other words, if a person has the same nature of destiny, goodwill to others, he will be appreciated wherever he goes, not only by his friends but even by his enemies (Arifin, 2017). Character is divided into three, namely knowing goodness, loving kindness, and doing good (Sobri et al., 2018).

It is possible to study and study sportsmanship behavior in depth, especially in football learning, which is growing in popularity. Sportsmanship is an attitude that respects noble principles in sports (Raharja, 2019). Sportsmanship requires drive to succeed and dedication to the spirit of competition so that morality will prevail over tactical advantage in case of confrontation. Banners and campaigns run by certain parties are one way to display sportsmanship, but the action of football players on the field during the actual match is the most striking example (Subekhi et al., 2021). Athletes' sportsmanship impacts psychological states that can be favorable for depression, substance abuse, increased athletic ability, and a better ability to deal with challenges in life. Sportsmanship is a person's attitude and behavior towards good or evil, right or wrong, and obeying or disobeying the rules that apply and are set in a contest (Nurodin, 2018). Sportsmanship requires a strong desire to succeed as well as devotion to the spirit of the game so that ethical standards take precedence over strategic advantage when there is conflict (Pradipta, 2015).

In the game of soccer, teamwork is necessary in addition to good sportsmanship. Human beings cannot refuse to cooperate with each other in daily life because it is social behavior that is an important aspect of life. Cooperation is a sign of a successful society, according to developed societies. In athletics, cooperation among teammates is essential for success (Apriansyah et al., 2017). Cooperation is described as a social process that involves evaluating and rewarding performance in terms of the collective achievements of the group to achieve a specific goal (Angriawan et al., 2021). When friends work together in a group setting, cooperation is a

strategy that can bring together different points of view (Kusuma, 2018).

Cooperation is a sign of approaching each other to safeguard common goals and interests (Inkadatu & Wibowo, 2017). When the goals of one group member are closely related to the goals of other group members or the overall goals of the group, cooperation occurs. This allows each individual to achieve their goals if other members of the group also manage to do so (Triyanti et al., 2016). Cooperation is when two or more people work together to complete a task in a coordinated manner with an eye toward a single goal (Dhoni et al., 2019). Cooperation is a social quality inherent in human nature and an essential component of everyday life (Wulandari et al., 2015).

Football is a punting-based sport in which two teams, each with 11 players, compete (Subroto et al., 2021). Since the game of football is mainly developed with the concept of fun and benefits of football in addition to the sport of football achievements can also be used as a method of entertainment, it can be said that it is a very exciting sport that can be enjoyed by all age groups (Wani & Wea, 2021). Basically, learning basic football methods and strategies is a requirement for playing football (Alqadri et al., 2017). Although it was still only a simple game at the time, soccer was a sport that had been around for thousands of years (Muflih et al., 2022). The game of football requires a long duration of time, a large field, high mobility and there are complex movement skills (Nurchahyo et al., 2022).

The purpose of the study is to identify the improvement of sportsmanship and cooperation in soccer learning. The expected contribution of this research is the strengthening of sportsmanship and cooperation in general towards the sport of football which has claimed many lives both on the field and on the streets due to lack of sportsmanship and cooperation both internally and externally with other teams.

METHODS

This research includes action research related to football learning. The subjects of the study were as many as 15 students of high school 14 Luwu, Bonelemo Village, West Bajo District. Furthermore, treatment will be given in line with the objectives of the study. Based on problems with good sportsmanship and student cooperation, research is collaborative and interactive. The design of the action research research cycle in Arikunto uses the Kemmis Mc, Taggart model. This study uses 4 stages of design which include the stages of planning, action and observation, reflection, after completion of reflection then continued with replanning.

When quantitative descriptive analysis is used to explain an action, it can produce positive improvements and changes (Suharsimi, 2015). Through research design, it can determine the improvement of sportsmanship and cooperation in football defense. This study focuses on the design of action research which includes (1) aspects of behavior in students by 70%. (2) Psychomotor performance test with an average score of at least 70% in the good category (Triansyah et al., 2020).

RESULTS AND DISCUSSION

The results of the research were conducted in a participatory and collaborative manner on 15 students of high school 14 Luwu, Bonelemo Village, West Bajo District. In accordance with the research design, the character of sportsmanship and cooperation in football learning will be analyzed quantitatively from the results of observations consisting of pre-cycle, cycle 1 and cycle 2. The provision of treatment is carried out after the pre-cycle stage as an alternative in improving student character in soccer learning. Strengthening the character of sportsmanship and cooperation has increased significantly based on research findings. The picture of character improvement is seen from the average value of each cycle as follows **Table 1**.

Table 1. Character of Sportsmanship and Cooperation

Observation Aspect	Pre Cycle	Observations		Increased
		Cycle 1	Cycle 2	
Sportsmanship	30%	47%	80%	33%
Collaborate	33%	48%	82%	34%

Based on **Table 1**, strengthening sportsmanship character and cooperation in football learning in students of high school 14 Luwu, Bonelemo Village, West Bajo District, can be seen from the pre-cycle stage of sportsmanship character by 30%, then in cycle 1 it increased by 47%, then in cycle 2 it experienced a significant increase of 80%. The character of cooperation in the pre-cycle was 33%, then cycle 1 increased by 48%, then in cycle 2 experienced a significant increase of 82%. So, strengthening the character of sportsmanship and cooperation meets the target of at least 70%.

Based on **Table 2**, of the results of observations of sportsmanship characters in cycle 1, the aspect of low sportsmanship can be seen in table item 4 (students can accept defeat well in football learning) by 33%. The results of observations on the field show that there are still many students who cannot accept defeat during the game, because

they consider themselves great, do not want to be defeated by other players, and do not uphold sportsmanship in football learning. Furthermore, in cycle 2 the item increased by 73%, because students are aware of the importance of sportsmanship in a game to accept a defeat, because we learn from that defeat and then use it as motivation to be better, uphold the values of sportsmanship and respect for players / friends in football games.

Furthermore, the aspect of high sportsmanship, shown in item 3 (students always obey the rules in football learning) by 60%. The results of observations on the field show that there are still students who do not understand related to the rules of the game of football, this can be caused by cheating, disputes and grudges, various kinds of things that are not expected when playing. Although some students already understand the rules in the game of football. Furthermore, in cycle 2 there was an increase of 80% or about 20% from cycle 1, the results of observations made by students have begun to understand the rules of the game of football, are more skilled in processing the ball and look neat in playing conditions and creative in creating existing opportunities. Observation of sportsmanship character consisting of item 1 to item 8 has increased starting from cycle 1 to cycle 2, so strengthening sportsmanship character strongly supports football learning activities, especially in schools.

Table 2. Observations of Sportsmanship Character

Sportsmanship Character	Observations		%
	Cycle 1	Cycle 2	
Students respect each other in football learning	47%	87%	40%
Students help friends who forget to bring sports equipment, try their best to keep up with the learning	53%	80%	27%
Students always obey the rules that exist in football learning	60%	80%	20%
Students can accept defeat well at football learning	33%	73%	40%
Students strive to develop techniques in football learning	40%	80%	40%
Students help friends if someone falls during a game in football learning	53%	87%	34%
Students behave honestly and fairly during games in football learning	40%	73%	33%
Students shake hands with friends after a game in football learning	53%	80%	27%

Table 3. Observations of the Character of Cooperation

Character of Cooperation	Observations		%
	Cycle 1	Cycle 2	
Students are orderly and regularly participate in football learning	47%	73%	26%
Active students together follow a warm-up led by a PE teacher	53%	80%	27%
Students always focus together to listen to directions from the teacher	27%	87%	60%
Students work together to prepare sports equipment for football learning materials	53%	80%	27%
Students discuss each other related to football learning materials	47%	73%	26%
Students enthusiastically practice basic passing techniques in football	47%	93%	46%
Students pray together according to their own religion and beliefs	53%	87%	34%
Students work together to clean the field and sports equipment	60%	80%	20%

Based on **Table 3.** of the results of observations of the character of cooperation in cycle 1, the low aspect of cooperation can be seen in table item 3 (students always focus together to listen to directions from the teacher) by 27%. The results of observations in the field show that there are still some students who do not pay attention to the explanation from the teacher, there are also students who tell stories when the teacher explains football learning material. Furthermore, in cycle 2 the item increased by 87%, because students were formed in small groups cooperatively, students have focused on listening to the teacher's explanation/direction well and have formed cooperation between groups.

Furthermore, the high cooperation aspect, shown in item 8 (mutual aid students cleaning the field and sports equipment) by 60%. The results of observations in the field showed that there were still some students who were lazy to clean the field, some sat telling stories with their friends, some immediately left the field and rushed into the room, and did not return the sports equipment in place. Although there have been some students who have participated in mutual assistance to clean the field and sports equipment. Furthermore, in cycle 2 there was an increase of 80% or about 20% from cycle 1,

the results of observations made by students have participated and worked together to clean the field and sports equipment. Then among students a sense of responsibility and cooperation has been built in maintaining school cleanliness and health. All students looked enthusiastic and excited after working together to do activities and tidy up sports equipment. Observation of the character of cooperation consisting of item 1 to item 8 has increased starting from cycle 1 to cycle 2, then strengthening the character of cooperation can improve football learning in schools.

The results of strengthening the character of sportsmanship and cooperation, it can be seen that the increase in UTS scores for students of high school 14 Luwu, Bonelemo Village, West Bajo District in football learning. Character strengthening will have an impact on learning by increasing psychomotor, cognitive and affective aspects. The graph of football learning scores is as follows **Figure 1**.

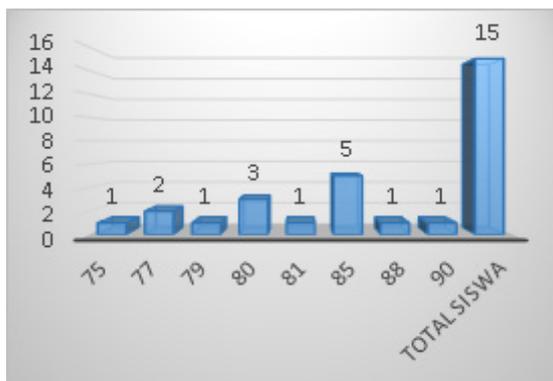


Figure 1. Football Learning Value Graph

Based on the football learning value graph, the UTS score interval for high school 14 Luwu students, Bonelemo Village, Bajo District, in the interval 75-77 as many as 3 students, the interval 79-80 as many as 4 students, the interval 81-85 as many as 5 students, and the interval 88-90 as many as 2 students. Students need to be taught the importance of sportsmanship early on in high school because they lack an understanding of ethical principles, cultural norms, and appropriate behavior (Koc, 2017). Students need to be taught social skills to enhance cooperation. The reason for this is that students will adopt cooperative principles through habits if they have social skills (Khoiriah & Yudiana, 2016).

Based on the results of the analysis in the study, strengthening the character of sportsmanship and cooperation is closely related to physical education in schools related to football learning. The role of physical education on student character has a great impact because in physical education there are lear-

ning activities that involve cognitive, affective, and psychomotor (Angriawan et al., 2021). The main problem in sports is the emergence of unsportsmanlike behavior, cheating, and bad character at all levels in an attempt to get individual or team victories. Some athletes even want to lose to avoid competing with stronger squads (Setiawan, 2016).

It will be a challenge to build a well-organized game if there are players who don't follow the rules and other players who enforce the rules (Kurniawan, 2010). The focus is on student decision-making, social engagement, and cognitive understanding through active learning. So that in the end it can improve students' attitudes towards sportsmanship and reduce unrest and riots when they engage in sports (Raharja, 2019). The right step in creating a country with character is to have a young generation who values sportsmanship in sports (Pradipta, 2015). Sports games' emphasis on good sportsmanship can be utilized to shape character in everyday interactions (Gunadi, 2018).

The character of cooperation is also closely related to the pattern formed from physical education (Maulana et al., 2021; Rahman, 2021). One of the main determinants of individual character development and group success is cooperation (Lumba & Blegur, 2020). Students need to be taught social skills to enhance cooperation. The reason for this is that students will adopt cooperative principles through habits if they have social skills (Khoiriah & Yudiana, 2016). Students can use games to make friends and feel part of their peer group (Lumba & , 2016). Since people have social features and depend on others, cooperation is one of the most important qualities that students must possess (Rozi & Hasanah, 2021). To solve problems in the workplace, students need not only knowledge and abilities, but also teamwork (Wulandari et al., 2015). Therefore, cooperation is essential for any educational project (Maros & Juniar, 2016; Triansyah et al., 2020). In a sports team, it must have a team that can work together, discipline, courage, and strong perseverance (Lasmi et al., 2021).

CONCLUSION

The results showed that in general, the implementation of character values has gone smoothly, especially with the inclusion of sportsmanship and teamwork in football teaching. Strengthening character from the pre-cycle stage, cycle 1 and cycle 2 shows that the importance of the role of an educator in cultivating the value of sportsmanship and cooperation. Student character develops as a result of supportive learning environments, interactive learning settings, and student collaboration and good sports-

manship with each other while learning. Research contributions in the form of knowledge that shows how to consistently apply sportsmanship and good collaboration during the learning process instills habits in students.

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