



## Physical Education as a Means of Developing Students' Motor Skills and Character

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### ABSTRACT

Physical education plays a strategic role in developing students' motor skills and character formation as part of a holistic educational process. This study aims to examine the role of Physical Education as a means of developing students' motor skills and character based on a literature review. The research method used is a qualitative approach with a descriptive research type through literature study (library research). Data were obtained from various written sources, including books, scientific journals, articles, and official documents relevant to Physical Education, motor development, and character education. Data analysis was conducted descriptively and analytically to gain a comprehensive understanding of the contribution of Physical Education to student development. The study results indicate that Physical Education lessons conducted in a planned and sustainable manner are able to develop students' motor skills, such as basic movement skills, coordination, and physical fitness. Additionally, Physical Education is also effective in instilling character values such as discipline, responsibility, sportsmanship, cooperation, honesty, and self-confidence through physical activities that are contextual and based on direct experience. Thus, Physical Education needs to be optimised as an integral part of the education system to support students' holistic development.

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### AUTHORS' CONTRIBUTION

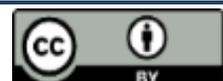
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## INTRODUCTION

Education is a crucial process in shaping the quality of a nation's human resources. Through education, individuals are not only equipped with academic knowledge and skills but are also guided to develop holistically, encompassing physical, mental, emotional, social, and moral aspects (Chang et al., 2020; Fizi et al., 2023). Ideal education is education that can develop all of a student's potential in a balanced way so that they can grow into healthy, intelligent, characterful individuals who are able to play an active role in community, national, and state life (Araujo et al., 2012; Lorås, 2020).

In the context of national education, the holistic development of students has become a primary goal as stated in the National Education System Law (Fahrizal et al.,



2024; Fizi et al., 2023). Education is not only aimed at achieving academic excellence, but also at shaping a strong personality and character. This is becoming increasingly important considering the challenges of globalisation, which brings significant changes to various aspects of life, including the world of education (Mawardi et al., 2025; Santos et al., 2022). The forces of globalisation, advancements in information technology, and the development of modern culture present both opportunities and challenges for the development of the younger generation.

On one hand, technological and informational advancements provide easier access to knowledge and communication (Mawardi et al., 2025; Sretenović, 2013). However, on the other hand, this condition also gives rise to various problems, such as a decline in physical activity among children and adolescents, an increase in sedentary lifestyles, and the emergence of various behavioural and character issues, such as a lack of discipline, a low sense of responsibility, weak cooperation skills, and a decline in social concern. This phenomenon shows that education must be able to provide solutions that focus not only on cognitive aspects, but also on the physical and character development of students (Clevett, 1932; Raharjo et al., 2023).

One important component of the education system that plays a strategic role in the physical and character development of students is Physical Education. Physical Education is an integral part of education that uses physical activities, games, and sports as learning media. Through Physical Education, students are guided to develop movement skills, physical fitness, as well as positive attitudes and values that support the formation of a healthy and character-driven personality (Guo et al., 2025; Muhtar et al., 2020).

Physical Education is unique compared to other subjects because its learning process emphasises physical activity and direct experience. Students not only receive theoretical knowledge but also actively participate in various movement activities. These activities provide students with the opportunity to learn through experience, making learning more meaningful (Raharjo et al., 2023). Through movement experiences, students can develop motor skills while also learning the social and moral values inherent in each activity.

Motor development is one of the main goals of Physical Education, especially for children and adolescents. Motor skills encompass basic movement skills, gross motor skills, and fine motor skills, which are crucial for students' physical and psychological development (Brunsdon & Walker, 2022; Sretenović, 2013). Good motor development will support daily activities, boost self-confidence, and serve as a foundation for mastering sports skills and other physical activities. Physical education provides ample opportunity for students to develop motor skills through various forms of planned and systematic activities (Hafiyyan et al., 2025; Rahmawati et al., 2024).

Besides playing a role in motor development, Physical Education also makes a significant contribution to shaping students' character. In every physical activity and sport, there are educational values that can shape positive attitudes and behaviours (Chang et al., 2020; Fizi et al., 2023). Values such as discipline, responsibility, sportsmanship, cooperation, honesty, and respect for others can be instilled through the Physical Education learning process. Students learn to follow game rules, work

cooperatively in teams, accept wins and losses gracefully, and control their emotions in various situations.

Character development through Physical Education is becoming increasingly relevant amidst the various character issues faced by today's youth (Hafiyyan et al., 2025; Rahmawati et al., 2024). Physical education can be an effective means of instilling character values contextually and practically. These values are not only taught theoretically but are also directly practiced in learning activities (Sretenović, 2013). Thus, students not only understand these values but also become accustomed to applying them in their daily lives.

The role of Physical Education in the development of students' motor skills and character is also greatly influenced by the quality of teaching implementation. Physical education teachers play an important role as facilitators, guides, and role models for students. Teachers are not only responsible for teaching motor skills, but also for instilling character values through every learning activity. The teacher's example in being sportsmanlike, fair, disciplined, and responsible is an important factor in the successful character development of students.

However, in practice, Physical Education is still often viewed as a supplementary subject and does not receive serious attention. Physical Education learning is sometimes only focused on physical activity alone without careful planning for the development of students' motor skills and character (Fahrizal et al., 2024; Muhtar et al., 2020). In addition, limitations in facilities and infrastructure, a lack of understanding of the concept of holistic Physical Education, and low awareness of the importance of character education pose their own challenges to the implementation of Physical Education in schools.

This condition indicates the need for a more in-depth study of Physical Education as a means of developing students' motor skills and character. A comprehensive understanding of the role of Physical Education is expected to improve the quality of learning and shift the paradigm that Physical Education is not merely physical activity, but an important part of the educational process orientated towards the holistic development of students (Dudley, 2025; Santos et al., 2022).

From a modern educational perspective, Physical Education is seen as a means of shaping individuals who are physically and mentally healthy. Good physical health will support students' cognitive and emotional development, while strong character will be the foundation for their behaviour and social interaction (Mawardi et al., 2025; Raharjo et al., 2023). Therefore, integrating motor development and character education in Physical Education is a strategic step in creating a quality generation.

Physical education also plays an important role in fostering active and healthy lifestyle habits from an early age (Brunsdon & Walker, 2022; Sretenović, 2013). Through planned learning, students are accustomed to being active, exercising, and maintaining physical fitness. This habit is expected to continue into adulthood, thus preventing various diseases caused by lack of physical activity. Additionally, an active lifestyle is closely linked to the development of disciplined character and self-responsibility for one's health (Dudley, 2025; Santos et al., 2022).

Motor skills and character development through Physical Education also align with the needs of the education world in preparing generations capable of facing future challenges (Fizi et al., 2023; Raharjo et al., 2023). The world of work and social life demands individuals who are not only academically intelligent, but also healthy, resilient, capable of working together, and possess integrity. Physical education makes a real contribution to preparing these competencies through physical activity-based learning.

Based on the description, it can be concluded that Physical Education plays a very important role as a means of developing students' motor skills and character. Through physical activities and sports designed systematically and educationally, Physical Education is able to develop physical abilities while instilling the character values needed in life. Therefore, a study on Physical Education as a means of developing students' motor skills and character becomes highly relevant and important to conduct.

This article is written to deeply examine the role of Physical Education in developing students' motor skills and shaping their character. It is hoped that this article will contribute to the thinking of educators, students, and education practitioners in their efforts to improve the quality of Physical Education learning in schools, thereby producing a generation that is healthy, has strong character, and is ready to face future challenges.

## **METHODS**

### **Research Methods**

This study is designed to deeply examine the role of Physical Education as a means of developing students' motor skills and character formation. The research methods are systematically arranged to provide a comprehensive, scientific, and accountable overview in accordance with the rules of academic article writing. The methods used in this study include the research approach, research type and design, research subjects and objects, data sources, data collection techniques, research instruments, data analysis techniques, data validity, and research procedures.

### **Research Approach and Type**

This research employs a qualitative approach with a descriptive research design. The qualitative approach was chosen because this study aims to deeply understand and describe educational phenomena, specifically how Physical Education plays a role in developing students' motor skills and character. This approach allows the researcher to interpret the meaning behind physical education learning activities and the character values that emerge during the process.

The descriptive research design is used to systematically and factually describe the role of Physical Education without manipulating variables. This research does not aim to test a hypothesis, but rather to present and analyse the concepts, practices, and values inherent in Physical Education as a means of developing students' motor skills and character.

### **Research Design**

The research design used is a literature study (library research). A literature study is a research method that relies on various written sources as the main material for study. Through this design, the researcher examines theories, concepts, and previous

research findings relevant to Physical Education, motor development, and character education. The literature review study design was chosen because the research topic is conceptual and theoretical, requiring a strong scientific foundation from various academic references. By examining various library sources, researchers can gain a comprehensive understanding of the role of Physical Education in the context of students' motor and character development within the educational environment.

### **Research Objects and Focus**

The object of this research is Physical Education as part of the educational process in schools. The research focus is directed towards two main aspects: the development of students' motor skills and the formation of students' character through Physical Education learning. The motor development referred to includes gross and fine motor skills that develop through movement activities, games, and sports. Meanwhile, character building encompasses values such as discipline, responsibility, sportsmanship, cooperation, honesty, self-confidence, and respect for others, which are instilled through the learning process of Physical Education.

### **Data Source**

The data source in this study is secondary data obtained from various relevant literature. These data sources include physical education textbooks, motor development books, character education books, national and international scientific journals, scientific articles, seminar proceedings, and official documents such as education curricula and government policies in the field of physical education and sports. The literature used was selected based on specific criteria, including relevance to the research topic, author and publisher credibility, and source currency. Thus, the data used is expected to provide accurate and scientifically accountable information.

### **Data Collection Techniques**

Data collection techniques were carried out through a systematic literature search. The search was conducted by accessing libraries, digital libraries, and scientific journal databases. The keywords used in the search include Physical Education, motor development, character education, physical activity-based learning, and student character. The literature obtained was then collected and selected based on its relevance to the research focus. Next, the researcher recorded important information related to concepts, theories, and research findings that discussed the role of Physical Education in the motor and character development of students. The collected data was then classified according to the research themes.

### **Research Instruments**

In library research, the main research instrument is the researcher themselves. The researcher acts as the planner, data collector, data analyst, and interpreter of research findings. To assist in the data collection and analysis process, the researcher used a literature review guide in the form of a list of study focuses covering motor and character aspects in Physical Education. This study guide was used to ensure that the data collected remained relevant to the research objectives. Additionally, the researchers also used library field notes and data classification tables to facilitate the analysis process.

### **Data Analysis Techniques**

The data analysis technique used in this study is descriptive-analytic analysis. The analysis was conducted by thoroughly reading and understanding each source of literature, then identifying the key concepts related to the role of Physical Education in the development of students' motor skills and character. The data analysis stage includes data reduction, data presentation, and drawing conclusions. Data reduction is done by selecting information relevant to the research focus. Data presentation is done by systematically arranging information in the form of narrative descriptions. Next, the researcher drew conclusions based on the analysis and synthesis of various literature sources.

### **Data Validity**

To ensure data validity, this study employs source triangulation techniques. Triangulation is conducted by comparing information obtained from various literature sources to ensure data consistency and accuracy. Additionally, the researcher also rechecks the reference sources used to ensure that the generated data is truly valid and reliable. The validity of the data is also strengthened by the use of reliable scientific sources, such as accredited journals, academic books, and official documents. Thus, the research results are expected to have a high level of confidence.

### **Research Procedure**

The research procedure in this article was carried out in several stages. The first stage is determining the topic and formulating the research focus, which is Physical Education as a means of developing students' motor skills and character. The second stage is collecting relevant literature according to the research focus. The third stage is data analysis through grouping and interpreting the content of the collected literature. The fourth stage is systematically compiling the study results into a scientific article. The final stage is drawing conclusions and formulating recommendations based on the research findings.

With this research method, it is hoped that the article will be able to provide an in-depth and comprehensive overview of the importance of Physical Education as a means of motor development and character formation for students. This method is also expected to serve as a reference for researchers and educators in developing more effective and student-centered studies and practices of Physical Education learning.

## **RESULTS AND DISCUSSION**

The results of the literature review indicate that physical education plays a very significant role in the development of students' motor skills. Various studies reveal that structured physical activity in physical education lessons can improve basic motor skills such as walking, running, jumping, throwing, catching, and maintaining balance. These motor skills are an important foundation for students' physical development and support their readiness to participate in other learning activities.

Physical education learning conducted in a planned and sustainable manner has proven effective in stimulating the development of students' coordination, agility, strength, endurance, and flexibility. Through games and sports, students gain diverse

movement experiences, leading to optimal development of the neuromuscular system. This aligns with the concept that childhood and adolescence are golden ages for motor development, making physical education strategically important in maximising students' movement potential.

Besides the motor aspects, the literature also shows that physical education contributes significantly to the formation of students' character. Sports and group games in physical education lessons instill character values such as discipline, responsibility, cooperation, sportsmanship, honesty, and self-confidence. These values are not only taught theoretically but are also practiced directly in every learning activity.

In physical education activities, students are trained to follow the rules of the game, respect their opponents, accept victory and defeat with a good attitude, and work together in a team. This process fosters a positive mental attitude and good social behaviour. Physical education also provides space for students to develop leadership, emotional control, and a never-give-up attitude, which are very important in character building from an early age.

The analysis results show that motor development and character formation in physical education are two interconnected and inseparable aspects. Every physical activity performed by students not only involves motor skills, but also values of attitude and behaviour. For example, in team games, students not only practice motor skills but also learn to cooperate, communicate, and appreciate differences.

Effective physical education learning is learning designed holistically, with balanced attention given to the goals of physical, motor, and character development. Physical education teachers play an important role in integrating character values into every learning activity through appropriate approaches, such as game-based learning, cooperative learning, and value reflection after activities.

Based on the study results, physical education has a positive impact on students' overall development, both physically, mentally, and socially. Students who actively participate in physical education classes tend to have better fitness levels, more developed motor skills, and positive attitudes and behaviours. This supports the national education goals of shaping healthy, intelligent, and character-driven individuals.

Thus, physical education cannot be viewed as a supplementary subject, but rather as an integral part of the education system. Optimising the role of physical education as a means of developing students' motor skills and character needs to be supported by good lesson planning, teacher competence, and adequate infrastructure.

## **CONCLUSION**

Based on the results of the literature review conducted, it can be concluded that Physical Education plays a very important role as a means of developing students' motor skills and character formation. Through physical activities, games, and sports designed in a planned and systematic manner, Physical Education is able to optimally develop basic motor skills and improve students' physical fitness. Good motor development is an

important foundation for students' physical, psychological, and social readiness to participate in the learning process and daily life activities.

Additionally, Physical Education also significantly contributes to the formation of students' character. Character values such as discipline, responsibility, sportsmanship, cooperation, honesty, self-confidence, and emotional control can be effectively internalised through direct and contextual learning experiences. The integration between motor development and character formation shows that Physical Education is not only orientated towards physical aspects, but also plays a role in shaping students' overall personality and social attitudes.

Thus, Physical Education needs to be positioned as an integral part of the education system in schools. Optimising the role of Physical Education requires the support of holistic lesson planning, adequate teacher competence, and the availability of supportive facilities and infrastructure so that the goals of motor development and character formation for students can be achieved optimally.

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