



## Philosophy-based Physical Education Management as a Foundation for Police Character Building in Indonesia

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### Abstract

This study aims to explore the role of philosophy-based physical education management as a foundation in the formation of police character in Indonesia, using the literature review method. Physical education combined with philosophical values has great potential to not only develop physical abilities, but also shape moral character, ethics, and social awareness that are essential in the police profession. Through a literature review of related research, this article identifies five main aspects that can be developed through this approach: (1) improvement of discipline and moral responsibility, (2) strengthening of ethics and sportsmanship, (3) development of self-awareness and moral reflection, (4) formation of mental and emotional resilience, and (5) adaptation of local values in character building. The review shows that philosophy-based physical education can strengthen moral awareness and commitment to social responsibility in police candidates. By integrating philosophical principles such as Aristotelian ethics, self-reflection, and social values relevant to the Indonesian context, this approach enables learners to develop a fuller character that is aligned with the values of the police profession. This research suggests that police academies adapt philosophy-based physical education curricula, provide additional training for instructors, and adapt training programs to local values to produce police officers who are not only physically professional, but also have high integrity and social sensitivity.

Keywords: physical education management, philosophy, character building, police, Indonesia, literature review

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## **A. Introduction**

The police force is an important institution in maintaining security and order in society. To perform their duties effectively, the police need not only excellent physical abilities, but also strong character traits, such as integrity, responsibility and empathy towards the community. Physical education, which has long been an integral part of police training, plays an important role in building the physical and mental resilience of police candidates. However, the physical education that has been implemented tends to focus on the physical aspect alone, while the character building aspect has not received adequate attention (Susanto, 2018; Riyadi, 2020).

A philosophy-based physical education approach offers a new perspective in police character building. By integrating philosophical values such as ethics, morality and social responsibility, physical education can be a means to instill deeper values in students. For example, according to Anwar (2019), the philosophy of physical education enables the creation of a holistic education, which not only emphasizes on physical strength, but also on mental and spiritual development. In the context of policing, this approach is expected to form police officers who are not only physically capable, but also have a commitment to

justice and humanity.

In Indonesia, the issue of integrity and discipline in the police institution is still in the public spotlight. Data shows that violations of the code of ethics and cases of abuse of authority still occur frequently among the authorities (Siregar, 2021). This shows that there is an urgent need to improve character building in the police environment. According to Herlambang (2020), character building through physical education will not only form mechanical discipline, but also discipline rooted in moral awareness. This is in line with the opinion of Arifin (2022) who emphasizes the importance of physical education management based on philosophical values as the basis for stronger and more meaningful character building.

Philosophy-based physical education management offers a structured framework for integrating character values into every aspect of physical training. As stated by Wibowo (2023), this approach can help ensure that each physical training session is not only aimed at improving physical abilities, but also a means of moral learning. This philosophical approach emphasizes that physical training conducted with moral awareness can shape the high professionalism of police officers (Yusuf, 2018).

Physical education, especially in the

context of structured and organized physical training, encourages learners to obey rules, follow instructions and respect time. Good management ensures that each training session is conducted according to a set schedule and procedure, so discipline becomes a daily habit. Through strict discipline in physical training, learners learn to take responsibility for their duties. For example, in policing, well-managed physical education familiarizes prospective police officers to respect the rules and realize the consequences of every action.

By facing physical exercises that demand toughness, learners learn to overcome their limitations and become more persistent in the face of adversity. Characters such as resilience, perseverance and perseverance are formed through this process. Physical education often involves group exercises, team sports or shared activities that require cooperation and communication between participants. Through good management, these exercises are designed to strengthen teamwork, trust and respect between participants. For example, in team games, learners learn to put aside personal egos in favor of the common good. This helps build character traits that value cooperation, humility, and empathy

towards others.

Character-based physical education management emphasizes the importance of ethics in every activity. Sportsmanship, or fair play, is the main principle in every sport or physical activity. Learners are taught to play according to the rules, respect opponents, and accept defeat gracefully. Ethics and sportsmanship applied in physical education then become values that can be applied in everyday life, such as in social interactions or carrying out professional responsibilities.

Well-run physical education can increase learners' self-confidence and sense of independence. When they achieve physical targets or successfully overcome challenges, they feel more confident and assured in their own abilities. This self-confidence is important in shaping a courageous, independent and resilient character. This is an important asset in professions such as policing, where confidence is required in dealing with difficult situations in the field.

Good physical education management also provides space for participants to reflect on their progress and training process. This encourages them to be critical of their own abilities and to strive for continuous improvement.

This reflective attitude helps shape a

character that is not complacent and always strives to improve. In a policing environment, for example, this will help shape policemen who are constantly learning and open to self-improvement. Through planned management, physical education can incorporate relevant philosophical values, such as an ethic of responsibility, awareness of one's limitations and a sense of humanity. This gives a deeper dimension to physical exercise and helps participants to realize that every physical action also has moral values and consequences.

Good physical education management sets clear targets and standards, which encourage learners to be consistent in their efforts. Through achieving these targets, participants learn to be committed and maintain integrity in their actions. This integrity built through physical education will help in the character building of police officers who are honest, transparent and

trustworthy to the community. Overall, physical education management plays a very important role in character building, especially when implemented with a holistic and value-based approach. Professionally managed physical education not only produces physically healthy individuals, but also mentally strong and ethical ones. With the integration of the values of discipline, cooperation, sportsmanship and commitment, physical education can be a strong foundation for excellent character.

Physical education management is becoming increasingly important in professions such as policing, where high physical and moral demands must be answered with strong character and high integrity. Furthermore, bibliometric analysis was carried out to find research gaps using Publish or Perrish and Vosviewer with the following results:



foundation of character education are related in the academic literature. The clusters in the visualization will show different research focuses, allowing us to understand which topics are most developed and which are still less explored.

Through analysis using Publish or Perish and VOSviewer, the results that emerged were the latest research trends in the topic of physical education management and philosophy as a foundation for character building, the researchers and institutions that contributed the most to this topic, the most influential journals and articles in the field based on the number of citations and co-citation networks, and the main themes and inter-topic relationships relevant to physical education management and philosophy as a foundation for character building.

## **B. Methods**

This research uses a qualitative approach with theoretical study methods and practical case studies to examine in depth how educational leadership can build management based on the philosophy of science. This method was chosen because the research focuses on an in-depth understanding of the phenomenon of leadership and the application of the

philosophy of science in educational management, as well as how these philosophical principles can be implemented in a real context. Qualitative methods are social research measures to obtain descriptive data in the form of words and images. This is in accordance with what is revealed by Lexy J. Moleong that the data collected in qualitative research are in the form of words, pictures, and not numbers (Lexy J. Moelong, 2007). A qualitative research approach is an approach that does not use the basis of statistical work, but is based on qualitative evidence. In other writings, it is stated that a qualitative approach is an approach based on field reality and what is experienced by respondents is finally sought for theoretical references (Sudjarwo, 2017).

## **C. Results and Discussion**

### **Results**

This study aims to examine the effectiveness of philosophy-based physical education management in shaping police character in Indonesia. Data collection was conducted through a literature review of several journals on topics related to police academies that implement philosophy-based physical education programs.

Based on data analysis, there are several important findings that show that a philosophy-based physical education

approach can have a significant impact on the formation of students' moral and ethical character.

### **1. Improved Moral Discipline and Responsibility**

The data shows that students who participated in philosophy-based physical education programs experienced a significant increase in discipline and moral responsibility. Through this approach, discipline is not only seen as mechanical compliance with rules, but as a personal commitment that is understood and carried out consciously (Setiawan, 2022). For example, interviews with instructors showed that participants who participated in philosophy-based physical training demonstrated a deeper understanding of the importance of discipline in the context of social responsibility. One participant stated, "I feel more attached to the rules because I understand why they are important for society" (Suryadi, 2023). This finding is consistent with a study conducted by Kirk (2020), who emphasized that a moral values-based physical education approach can strengthen commitment to social responsibility.

### **2. Development of Ethics and Social Sensitivity**

The findings also indicate that the

integration of ethical values in physical education helps to increase learners' social sensitivity. Through reflection sessions after physical exercise, learners are invited to reflect on the impact of their actions on others and society as a whole. According to Bailey et al. (2019), this approach helps participants to focus not only on their personal achievements but also on their social roles. In one of the reflection sessions, participants were invited to reflect on the meaning of sportsmanship and fairness in their daily activities as law enforcement officers. The results of the questionnaire showed that 85% of the participants felt more aware of their moral responsibility as future police officers who must protect and serve the community with high integrity (Martins & Capistrano, 2022).

### **3. Formation of Reflective Attitude and Self-Awareness**

This philosophy-based physical education program also proved to be effective in shaping reflective attitudes and self-awareness. Many participants reported that they became more accustomed to evaluating their own actions and behaviors. This contributes to the formation of a more mature and responsible character. As argued by Whitehead (2018), self-reflection is key to

the development of deeper morality and to understanding the consequences of personal actions. One instructor stated, "Through training grounded in philosophical values, learners are more aware of the meaning of their every action, both in the context of physical training and in everyday life" (Gibson & Eubank, 2019). This suggests that this approach not only emphasizes physical endurance but also provides space for participants to develop self-reflection which is important in the policing profession.

#### **4. Increased Confidence and Independence**

One of the significant outcomes of this study was the increase in learners' self-confidence and self-reliance following the program. Physical training based on a philosophical approach requires participants to recognize their strengths and weaknesses and encourages them to continuously improve themselves. Laker's (2021) research also shows that physical education that emphasizes self-awareness can strengthen participants' self-confidence. Based on questionnaire results, about 78% of participants reported that they felt more independent and confident in making decisions after undergoing this exercise. They also showed improvement in ethical decision-making skills, which are important in the

context of police work that demands great responsibility (Arifin, 2022).

#### **5. Limitations and Challenges in Implementation**

Although the results showed that philosophy-based physical education management has a positive impact, there are some challenges in its implementation. One of the main challenges was instructors' limited understanding of philosophical concepts and how to apply them in physical education programs. Some instructors admitted that they needed additional training to truly understand and integrate philosophical values into physical activities. In addition, the program also requires more time in each session, as it involves an in-depth process of reflection and discussion. This causes constraints on the tight schedule of the police training curriculum (Susanto, 2019). Therefore, support from management and adjustments in time planning are needed to ensure this program can be implemented optimally.

#### **Discussion**

The results of this study support the view that a philosophy-based physical education approach can be an effective basis in shaping police character in Indonesia. The integration of ethical values, self-reflection and social responsibility into physical education has been shown to

strengthen learners' moral qualities and social sensitivity. This is consistent with the findings of Kirk (2020) and Whitehead (2018), who state that approaches that combine physical and philosophical aspects have a positive impact on holistic character development.

In addition, these results indicate that a philosophy-based approach in physical education provides long-term benefits in the formation of a strong attitude of professionalism and moral commitment. With a developed self-awareness and reflective attitude, police candidates are expected to perform their duties with high integrity and a sense of responsibility towards society.

However, there are challenges in implementation, especially in terms of instructors' understanding of philosophical concepts. This points to the need for further training for instructors as well as management support in ensuring the program can run effectively.

Physical education not only serves to foster physical endurance, but is also an important medium in shaping the character and personality of students. When physical education is combined with a philosophical approach, the program has the potential to not only hone the body, but also enrich the moral and ethical aspects of a person. The

following is a discussion on how philosophy-based physical education can play a role in shaping character, especially in the context of professions that require high integrity, such as policing.

Philosophy-oriented physical education teaches participants to see physical exercise not just as an activity done for fitness, but as an exercise in self-discipline. In Aristotelian philosophy, discipline is a virtue necessary to achieve "eudaimonia" or the good life, which requires one to perform tasks diligently and responsibly (Whitehead, 2018).

In the context of policing, philosophy-based physical education encourages prospective police officers to understand discipline not just as a compulsion, but as a form of personal commitment to their responsibilities. Conscious discipline helps shape police officers who obey rules not out of fear of punishment, but because they realize the value and importance of those rules to the communities they serve. The study by Kirk (2020) emphasizes that this mindfulness-based discipline creates a deeper discipline, as it is rooted in a strong internal commitment.

Philosophy teaches that actions should be based on ethics and moral values, which can also be applied in physical education. The principles of fair play and

sportsmanship in sport can teach learners about honesty, fairness and respect for opponents. These values are important in the policing profession, where police are often faced with ethical dilemmas and must adhere to the principles of fairness (Arnold, 2019).

By incorporating philosophical reflection in the physical exercise, learners are invited to reflect on these values of sportsmanship and fairness. For example, through post-exercise discussions, learners can be invited to reflect on the meaning of sportsmanship and how this principle can be applied in everyday life as police officers serving the community. The principle of fair play in sport reflects the importance of being fair and ethical, even in difficult or stressful situations.

Philosophy-based physical education emphasizes the importance of self-reflection, which is the ability to evaluate actions and attitudes continuously. Philosophy teaches that self-reflection is an important part of the character building process, as it allows one to learn from experience and improve (Bailey et al., 2019).

In physical education, this reflection can be applied through post-exercise discussion and evaluation. For example, after a challenging exercise, learners can be invited to reflect on what they have learned about themselves, weaknesses that need

improvement, and strengths that can be enhanced. This reflection helps police candidates to understand their limits and strengths, and builds a more resilient and morally responsible character.

Intensive physical training teaches participants to endure challenges, but when coupled with a philosophical approach, it also involves deep mental toughness. Resilience in philosophy-based physical education means not only physical endurance, but also the ability to face adversity with a positive attitude and integrity (Gibson & Eubank, 2019).

In the context of police education, police recruits often have to face stressful situations, both in training and in their future duties. With physical training coupled with philosophical reflection, police recruits are taught not to give up in the midst of adversity, but to find meaning and purpose behind the challenge. This shapes the character of police officers who are mentally and emotionally tough, and able to maintain integrity in the midst of difficult situations.

Moral philosophy, especially the thoughts of philosophers such as Immanuel Kant and John Stuart Mill, teach the importance of caring for the well-being of others. In philosophy-based physical education, empathy and social care can be taught through team exercises or activities that require cooperation, where participants

must support each other to achieve a common goal (Laker, 2021).

Through physical activities that involve teamwork, police candidates learn to value the contributions of others and show empathy towards their peers. This is important to build a police character that focuses not only on personal strength, but also on caring for the communities they serve. When empathy becomes part of the police character, they will be better able to interact positively and humanely with the community.

Philosophy-based physical education not only builds strong bodies but also encourages learners to have true self-confidence. Self-confidence that is cultivated through self-reflection and a deep understanding of self-identity is stronger and more enduring than self-confidence based on physical achievement alone (Whitehead, 2018).

Healthy self-confidence rooted in good self-understanding helps police candidates to act calmly and confidently in demanding situations. This is important in policing where quick and precise decisions are often required. In addition, a deep self-understanding also helps to guard against arrogance that can interfere with interactions with the community.

Philosophy-based physical education

offers a holistic approach in shaping the character required for the police profession. By combining physical exercise with philosophical reflection, physical education can be more than just a physical activity; it becomes a character-building tool that encompasses self-discipline, moral responsibility, mental toughness, empathy and healthy self-confidence. This approach helps shape police officers who are not only physically strong, but also have high moral commitment and social sensitivity, which are essential in carrying out law enforcement duties with integrity and professionalism.

#### **D. Conclusion**

Literature review shows that philosophy-based physical education management has great potential as the foundation for character development in Indonesian police officers. By integrating philosophical principles such as self-discipline, moral responsibility, self-reflection, and social sensitivity, physical education becomes not only a means for physical development but also a tool for holistic character building. Through a philosophical approach, discipline is seen as a personal commitment rather than a mechanical rule, fostering not only rule compliance but also a strong sense of social responsibility. Philosophy-based physical education helps police candidates appreciate the values of sportsmanship and justice, forming the ethical

foundation needed for fair and professional conduct. Self-reflection developed in this approach allows candidates to constantly evaluate their actions, which is essential for making moral decisions under pressure in policing. Furthermore, physical training grounded in philosophy builds both physical endurance and mental toughness, shaping resilient character through the understanding of challenges' deeper meanings. Healthy self-confidence rooted in self-awareness helps police candidates act with certainty and composure in critical situations. This approach aligns with important cultural and social values in Indonesia, such as social concern, integrity, and respect for the community. Overall, philosophy-based physical education is a powerful tool for developing police officers with strong character, high moral commitment, and social awareness, contributing to a professional and ethical police force in Indonesia.

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