



Development of Game-Based Football Learning Materials Containing Character Values at State Elementary School 168 Palembang

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Abstract

This study aimed to develop football learning materials based on simple games integrated with character values for elementary school students. The research employed a Research and Development (R&D) method using the 4D model consisting of define, design, develop, and disseminate stages. The developed materials focused on dribbling and kicking techniques integrated with character values such as healthy lifestyle awareness, mutual respect, humility, tolerance, and anti-violence attitudes. The research subjects involved material experts, media experts, PJOK teachers, and students at SD Negeri 168 Palembang. Data were collected through validation sheets, questionnaires, and observation instruments. The results showed that the developed learning materials were categorized as very valid based on material expert and media expert assessments. The learning materials were also considered feasible and practical for implementation in football learning activities. The integration of character values through game-based activities increased students' enthusiasm, participation, and engagement during learning. Therefore, the developed football learning materials can be used as an innovative learning resource to support meaningful and character-oriented PJOK learning in elementary schools.

Keywords: *Football Learning; Character Education; Game-Based Learning; PJOK; Elementary School*

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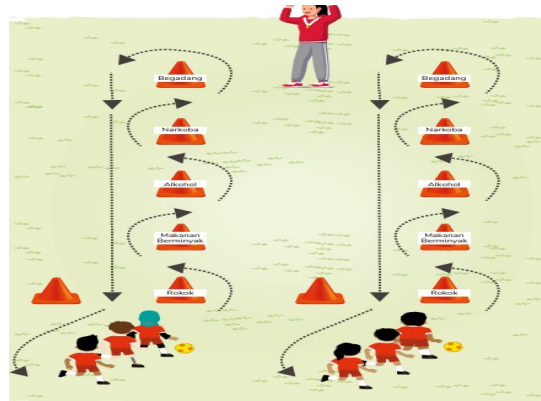


Figure 2. Ball Relay Game Ball Relay

In terms of learning outcomes, the expected competency of this game is that students understand and practice the basic movement concepts of dribbling and passing a ball. Meanwhile, for character education, this game is related to a healthy lifestyle, aiming to teach students to make good choices and decisions for their health and well-being.

The equipment used is a minimum of 12 cones, a minimum of 2 balls, and paper with the words "cigarettes," "oily foods," "alcohol," "drugs," and "staying up late" written on it (printed according to the number of groups). Here's how to play the game.

1. Set up the field as shown in the picture.
2. Form relay teams with equal numbers of members, for example, two teams of 10 each, and line up.
3. Explain that each student/player must dribble the ball past five cones marked with signs related to the risks of smoking, greasy food, alcohol, drugs, and staying up late.
4. After successfully passing all the cones, the player passes the ball to another student/player on their team. After the ball is passed, the student/player who previously dribbled the ball returns to the back of the line and stands/sits.
5. Explain that each cone represents the negative impacts of smoking, greasy food, alcohol, drugs, and staying up late.
6. If a student/player touches a cone while dribbling the ball, they must start over.
7. The first team to pass through the risks of smoking, greasy food, alcohol, drugs, and staying up late without touching a cone is the winner.
8. The pressure in this game will make students/players more likely to make mistakes. The teacher can explain:
 - a. that people often experience difficulties in life if they come into contact with cigarettes, oily foods, alcohol, drugs, and staying up late;
 - b. that a person always has a choice or a second chance to leave these bad habits and adopt a healthy lifestyle;
 - c. that alcohol and drug abuse can have negative impacts.
9. The game setting can refer to the picture.

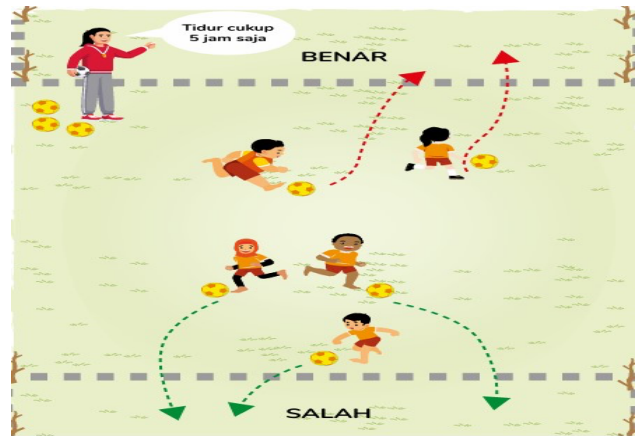


Figure 3. True-False Game True-False

In the context of learning outcomes, the expected competency of this game is that students can understand and practice the basic concepts of dribbling a ball. Meanwhile, for character education, this game is still related to a healthy lifestyle, with the aim of introducing four healthy lifestyle patterns: a healthy diet, a healthy sleep pattern, a healthy hygiene pattern, and a healthy mindset.

The equipment used is 8 cones for boundaries and balls according to the number of students/players. Here's how to play the game:

1. Set up the field as shown in the picture, marking the True and False zones on both sides of the field.
2. Students/players dribble the ball in the center of the field.
3. The teacher makes a statement, for example:
 - a. fried foods are healthy;

- b. passive smoking is very dangerous;
 - c. drugs are cool;
 - d. eating papaya/bananas/apples is healthier than eating seblak/fried food;
 - e. only get 5 hours of sleep;
 - f. there's no need to wash your hands before eating;
 - g. It's not important to change clothes after playing soccer.
4. The students/players then choose whether the statement is true or false and dribble the ball to the True or False zone.
 5. The teacher asks the students/players why they chose the true or false answer.
 6. The teacher announces the correct answer, and the students/players return to the center of the field and continue dribbling the ball.



Figure 4. Anti-Violence Game (4 x 4) Anti-Violence

In terms of learning outcomes, the expected competency of this game is that students understand and practice the basic movement concepts of dribbling and passing the ball. Meanwhile, for character education, this game relates to preventing acts of violence with the aim of teaching students mutual respect, humility, and tolerance.

The equipment used is four cones to mark the playing area, two goals, and at least one ball. Here's how to play the game:

1. Set up the field as shown in the picture.
2. The teacher invites the students/players to play a regular game of soccer (4 x 4) with the following rules:
 - a. The student/player who scores a goal must shake hands with all opposing players;
 - b. The student/player who passes the goal must high-five all opposing players.
3. This game instills a culture of greeting and mutual respect.

Borg and Gall Development Model According to Borg & Gall (Sugiyono, 2013), this development model uses a waterfall flowchart in its development stages. The Borg and Gall development model has relatively long stages because it involves 10 implementation steps. The stages implemented in this development model are as follows:

1. Research and information collection, or research and data collection through surveys;
2. Planning;
3. Develop a preliminary form of the product;
4. Preliminary field testing;
5. Main product revision;
6. Main field testing;
7. Operational product revision;
8. Operational field testing;
9. Final product revision;
10. Dissemination and implementation, namely the steps of disseminating the developed product and implementing it in the field.

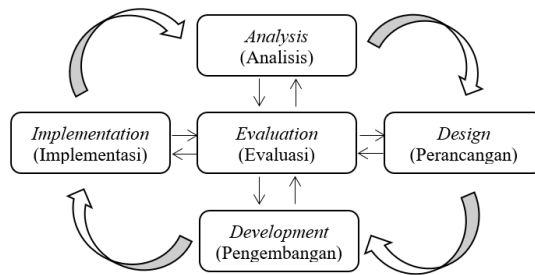


Figure 5. ADDIE Development Model Stages

The ADDIE model was developed by Dick and Carry in 1996 to design learning systems (Mulyatiningsih, 2016). This model involves five stages of development: Analysis, Design, Development or Production, Implementation or Delivery, and Evaluations. The following are the development stages in the ADDIE model:

1. Analysis: analyzing the need for new product development (models, methods, media, teaching materials) and analyzing the feasibility and requirements for product development;
2. Design: a systematic process that begins with the detailed design of the product;

3. Development: activities to implement the previously created product design;
4. Implementation: intended to obtain feedback on the product being created/developed, which can be obtained by asking questions related to the product development objectives;
5. Evaluation: conducted to provide feedback to product users so that revisions can be made based on the evaluation results or needs that have not been met by the product. The ultimate goal of evaluation is to measure the achievement of development objectives.

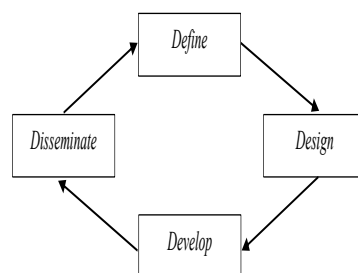


Figure 6. Stages of the 4D Development Model

Advantages of the 4D Development Model:

1. It is more appropriate as a basis for developing learning tools, rather than developing learning systems.
2. The descriptions appear more comprehensive and systematic.

3. Its development involves expert assessment, so before field trials, the learning tools are revised based on expert assessments, suggestions, and input.

Based on these considerations, this study aimed to develop football

learning materials based on simple games integrated with character values for students at SD Negeri 168 Palembang.

B. Methods

This study employed a Research and Development (R&D) method using the 4D development model consisting of define, design, develop, and disseminate stages. The define stage involved identifying learning problems, curriculum analysis, and student characteristics. The design stage focused on preparing learning materials, game scenarios, and learning instruments. The develop stage involved expert validation and product trials, while the disseminate stage aimed to implement the developed product in PJOK learning activities.

The developed learning materials focused on football dribbling and kicking techniques integrated with character values. The simple games developed included: (1) Ball Relay Game, (2) True-False Game, and (3) Anti-Violence 4 vs 4 Football Game. The research subjects consisted of:

1. two material experts,
2. one media expert,
3. three PJOK teachers, and

Table 1. Material Expert Validation Results

Assessment Aspect	Percentage	Category
Content suitability	92%	Very Valid
Curriculum relevance	90%	Very Valid
Character value integration	94%	Very Valid
Language clarity	88%	Very Valid
Average	91%	Very Valid

Based on the material expert validation results, the game-based football learning materials containing character values obtained an average score of 91%, categorized as “Very Valid.” These findings indicate that

4. 30 students of SD Negeri 168 Palembang.

Data collection techniques included validation sheets, questionnaires, observations, and documentation. The validity assessment used a Likert scale with a score range of 1–5. Data were analyzed descriptively using percentage interpretation criteria adapted from Sugiyono (2013), namely:

- 81–100% = Very Valid/Very Practical
- 61–80% = Valid/Practical
- 41–60% = Fairly Valid
- 21–40% = Less Valid
- 0–20% = Invalid

C. Results and Discussion

Result

Respondent Characteristics

The development process produced football learning materials integrated with character education values through simple game activities. The developed materials included learning objectives, implementation procedures, game rules, character value integration, illustrations, and assessment instruments.

the developed materials are appropriate for the PJOK curriculum, successfully integrate character values, and use language that is clear and understandable for elementary school students.

Table 2. Media Expert Validation Results

Assessment Aspect	Percentage	Category
Layout design	89%	Very Valid
Visual appearance	93%	Very Valid
Readability	90%	Very Valid
Illustration suitability	92%	Very Valid
Average	91%	Very Valid

The media expert validation results showed an average score of 91%, categorized as “Very Valid.” The visual design, readability, and illustrations were considered effective

in supporting engaging and understandable learning activities for elementary school students.

Table 3. Practicality Test Results by PJOK Teachers

Assessment Aspect	Percentage	Category
Ease of use	90%	Very Practical
Clarity of instructions	88%	Very Practical
Suitability for students	92%	Very Practical
Learning effectiveness	89%	Very Practical
Average	89.75%	Very Practical

The practicality test conducted by PJOK teachers obtained an average score of 89.75%, categorized as “Very Practical.” Teachers stated that the learning materials were easy to implement, had clear instructions, and

were suitable for the characteristics of elementary school students, making them effective for football learning activities.

Table 4. Small Group Trial Results

Indicator	Percentage	Category
Student enthusiasm	91%	Very Good
Student participation	93%	Very Good
Understanding of game rules	88%	Very Good
Collaboration among students	90%	Very Good
Average	90.5%	Very Good

The small group trial results showed that students responded positively to the developed learning materials, with an average percentage of 90.5% categorized as “Very Good.” Students demonstrated higher enthusiasm, active participation, better understanding of the game rules, and improved collaboration during the learning process.

Discussion

The findings of this study indicate that game-based football learning materials integrated with character values can create meaningful and enjoyable learning experiences for elementary school students. The results support constructivist learning theory, which emphasizes that students actively construct knowledge

through direct experiences and social interaction during learning activities (Makki & Aflahah, 2019).

The use of games in PJOK learning also aligns with the concept of Meaningful Physical Education proposed by Fletcher et al. (2021), which emphasizes enjoyment, active participation, social interaction, and meaningful movement experiences. Through activities such as Ball Relay, True-False Game, and Anti-Violence Game, students not only practiced football techniques but also developed social and emotional competencies.

The results of this study are consistent with previous studies conducted by Rejeki et al. (2024), which found that game-based learning improves student participation and motivation in physical education. Similarly, Purwanto et al. (2024) reported that game-centered approaches effectively improve students' motor skills and engagement during learning activities. However, this study provides additional contributions by explicitly integrating character education values into football learning materials.

The integration of healthy lifestyle awareness, tolerance, humility, mutual respect, and anti-violence attitudes reflects the implementation of the national Character Education Strengthening (PPK) program. According to Lickona (1991), character education should involve moral knowing, moral feeling, and moral action. The developed games facilitated these three dimensions through contextual learning situations and collaborative activities.

Pedagogically, the developed product provides teachers with

innovative and contextual learning resources that support student-centered learning approaches. The product may help teachers transform PJOK learning from conventional drill-based instruction into interactive and character-oriented activities. Furthermore, the integration of character education within football games supports holistic student development across cognitive, affective, and psychomotor domains.

This study also conducted limited effectiveness observations during field trials. The observational results showed improvements in students' football basic movement skills, learning participation, and social behavior during learning activities. Students became more active in dribbling and passing activities, demonstrated better teamwork, and showed greater respect toward peers during gameplay.

However, this study still has limitations because the effectiveness test was conducted only on a limited scale and did not involve experimental comparisons between control and experimental groups. Therefore, future studies are recommended to conduct broader experimental research to measure the effectiveness of game-based football learning materials on:

1. student learning outcomes,
2. football technical skill improvement,
3. long-term character development,
4. physical literacy enhancement among elementary school students.

Thus, the developed product has strong potential to become an innovative PJOK learning resource that supports meaningful learning, active participation, and character development in elementary schools.

D. Conclusion

This study successfully developed football learning materials based on simple games integrated with character education values for elementary school students. The developed product was categorized as valid, feasible, and practical based on expert validation and field trials. The learning materials increased students' enthusiasm, participation, and engagement during football learning activities.

The integration of character values such as healthy lifestyles, mutual respect, humility, tolerance, and anti-violence attitudes through football games contributed positively to students' learning experiences. Therefore, the developed product can be used as an innovative learning resource to support meaningful, enjoyable, and character-oriented PJOK learning in elementary schools.

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F. Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article. All research processes were conducted objectively and professionally without any financial or personal interests influencing the results of the study.

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