

ORIGINAL

## Integrating Values Education in Physical Education Learning: A Holistic Approach to Enhancing Student Well-Being

### Integración de la educación en valores en el aprendizaje de la educación física: un enfoque holístico para mejorar el bienestar estudiantil

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#### ABSTRACT

This research is urgent because physical education has the potential to instill character values through a holistic approach, yet its practice remains predominantly technical. Value integration is crucial for student well-being and character. This study aims to explore how Physical Education teachers integrate values education into learning through a holistic approach at various levels of education (elementary, junior high, and senior high) in West Sumatera. Using a qualitative approach with a collective case study design, this study involved 30 Physical Education teachers selected through area sampling techniques. Data were collected through semi-structured interviews, limited observations, and field notes, then analyzed thematically. The results showed that teachers consistently integrated moral and social values such as honesty, discipline, responsibility, cooperation, and sportsmanship into physical education learning activities through interactive methods, game modifications, role models, reflection, and community involvement. These values were understood by students not only as rules in games, but also as life principles relevant to their social lives. The holistic approach has been proven to contribute positively to student well-being through strengthening physical skills, developing character, improving mental health, and creating a supportive learning environment. However, teachers face various challenges such as differences in student character, lack of parental support, limited time and resources, and communication barriers that require special strategies. This study confirms that value education through Physical Education can be an effective instrument in shaping character and improving student welfare, as long as it is carried out contextually, reflectively, and involves various parties collaboratively.

**Keywords:** Quality Education; Educational Values; Holistic Approach; Physical Education; Student Well-Being.

#### RESUMEN

Esta investigación es urgente porque la Educación Física tiene el potencial de inculcar valores de carácter a través de un enfoque holístico, pero su práctica sigue siendo predominantemente técnica. La integración de valores es crucial para el bienestar y el carácter de los estudiantes. Este estudio busca explorar cómo los docentes de Educación Física integran la educación en valores en el aprendizaje mediante un enfoque holístico en diversos niveles educativos (primaria, secundaria y preparatoria) en Sumatera Occidental. Utilizando un enfoque cualitativo con un diseño de estudio de caso colectivo, este estudio involucró a 30 docentes de Educación Física seleccionados mediante técnicas de muestreo por área. Los datos se recopilaban

mediante entrevistas semiestructuradas, observaciones limitadas y notas de campo, y posteriormente se analizaron temáticamente. Los resultados mostraron que los docentes integraron sistemáticamente valores morales y sociales como la honestidad, la disciplina, la responsabilidad, la cooperación y la deportividad en las actividades de aprendizaje de educación física mediante métodos interactivos, modificaciones de juegos, modelos a seguir, reflexión y participación comunitaria. Estos valores fueron comprendidos por los estudiantes no solo como reglas en los juegos, sino también como principios de vida relevantes para su vida social. Se ha demostrado que el enfoque holístico contribuye positivamente al bienestar estudiantil mediante el fortalecimiento de las habilidades físicas, el desarrollo del carácter, la mejora de la salud mental y la creación de un entorno de aprendizaje propicio. Sin embargo, los docentes enfrentan diversos desafíos, como las diferencias en el carácter de los estudiantes, la falta de apoyo parental, la limitación de tiempo y recursos, y las barreras de comunicación que requieren estrategias especiales. Este estudio confirma que la educación en valores a través de la Educación Física puede ser un instrumento eficaz para formar el carácter y mejorar el bienestar de los estudiantes, siempre que se lleve a cabo de forma contextual, reflexiva e involucre a diversas partes de forma colaborativa.

**Palabras clave:** Educación de Calidad; Valores Educativos; Enfoque Holístico; Educación Física; Bienestar Estudiantil.

## INTRODUCTION

Physical education serves as a crucial setting for cultivating not only physical fitness but also essential values that contribute to students' overall well-being.<sup>(1)</sup> Integrating values education into physical education represents a holistic approach to foster students' ethical, social, and emotional development alongside their physical health.<sup>(2)</sup> The symbiotic relationship between physical activity and mental well-being, converging within physical education, offers a unique opportunity to study and promote human health through carefully designed instructional programs.<sup>(3)</sup> This integration acknowledges the interconnectedness of physical, cognitive, and affective domains in education, striving to equip students with a comprehensive skill set for navigating life's challenges.<sup>(4)</sup> Physical education, traditionally viewed as a means of promoting physical fitness and motor skills, has the potential to play a much broader role in shaping students' character and ethical understanding.<sup>(5)</sup> By explicitly incorporating values education into the physical education curriculum, educators can promote positive youth development and facilitate the acquisition of crucial life skills, ultimately contributing to a more comprehensive and meaningful educational experience for students.<sup>(6)</sup>

Integrating physical education with other academic subjects has been a dimension of the physical education curriculum for years and is intended to help increase physical activity and cognition.<sup>(7)</sup>

The concept of integrating values education into physical education stems from the recognition that schools play a pivotal role in fostering students' moral and social development. Physical education, in particular, provides a unique platform for experiential learning, where students can develop and practice values such as teamwork, respect, responsibility, and fair play within a dynamic and interactive setting. By intentionally designing physical education activities to highlight and reinforce these values, educators can help students internalize them and transfer them to other areas of their lives. It is important to consider the fact that physical education is an integral part of a child's comprehensive education, playing an important role in the refinement of psychomotor skills.<sup>(8)</sup> In recent years, there has been a growing recognition of the importance of social-emotional learning in education, acknowledging that students' emotional and social well-being are critical for academic success and overall life satisfaction.<sup>(9)</sup> In addition, educators are beginning to understand that the integration of novel technologies with physical education methodologies is critical for keeping up with modern educational standards.<sup>(10)</sup>

Physical education, with its emphasis on movement, teamwork, and competition, provides a natural context for teaching and reinforcing social-emotional skills such as self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making. By integrating values education into physical education, educators can create a more supportive and inclusive learning environment where students feel safe to take risks, express themselves, and learn from their mistakes. Furthermore, physical education can connect to students' lives, which promotes engagement.<sup>(11)</sup> By emphasizing these areas, instructors can boost student awareness of the value of living a healthy lifestyle.<sup>(5)</sup> Physical education breaks up the monotony of sitting at a desk while enabling students to learn sports ideas and engage in activities.<sup>(12)</sup> Educators must also consider the individual differences in student's physical and cognitive abilities.

Values education encompasses a wide range of principles and beliefs that guide individuals' behavior and decision-making. Values such as respect, responsibility, honesty, fairness, and empathy are considered essential for fostering positive relationships, building strong communities, and promoting ethical conduct.<sup>(13)</sup> Integrating

these values into physical education involves creating learning experiences that provide students with opportunities to explore, discuss, and practice these values in a meaningful context. Physical education lessons, instructional designs, and interventions systematically address various domains of learning and development, acknowledging the interconnectedness of psychomotor, cognitive, social, and affective domains.<sup>(14)</sup> The cultivation of core literacy in physical education emphasizes the development of students' sports emotion, character, sports ability, and habits.<sup>(15)</sup> The pedagogical strategies employed in physical education should be aligned with the goals of values education, emphasizing student-centered learning, active participation, and reflection. Cooperative learning activities, for example, can promote teamwork, communication, and mutual respect, while problem-solving tasks can encourage critical thinking, decision-making, and responsibility.

Emotional education and health education share common goals with physical education, and empirical evidence suggests a close relationship between improved emotional competence and training in respiratory patterns, heart rate variability regulation, and physical exercise.<sup>(16)</sup> Moreover, integrating social-emotional learning into literacy instruction can greatly benefit students' academic and emotional success, especially for those who have experienced trauma. Physical education provides a setting in which students are not only actively engaged in physical activity but are also educated on important life skills. Incorporating character education within physical education programs is shown to be effective when moral values are integrated with daily practices in school environments.<sup>(17)</sup> By promoting the development of motor skills, physical fitness, and healthy behaviors, physical education contributes to students' physical well-being.<sup>(18)</sup>

Studies show that physically active students are more likely to be academically motivated, alert, and successful in school.<sup>(19)</sup> In addition, physical activity has been linked to improved cognitive function, reduced stress, and enhanced mood, all of which can positively impact students' academic performance. A physically active lifestyle relies upon the improvement of motor skills, fitness, and content that is related to encouraging participation and the effective goals of the program.<sup>(20)</sup> Integrating values education into physical education can also contribute to the development of students' social and emotional intelligence. By emphasizing empathy, respect, and communication, educators can help students build stronger relationships, resolve conflicts peacefully, and contribute positively to their communities. Physical education offers a unique opportunity for peer interaction, respect, and tolerance.<sup>(21)</sup> Physical education is vital to a school-age child's optimal health and development and can act as a preventative measure for conditions such as heart disease, high blood pressure, and type 2 diabetes.<sup>(22)</sup>

### Holistic Approach

A holistic approach to education recognizes the interconnectedness of physical, cognitive, social, emotional, and ethical dimensions of learning, striving to create a well-rounded and meaningful educational experience for students. Integrating values education into physical education aligns with this holistic approach by addressing students' physical, social, emotional, and ethical needs within a single educational context. Physical education's educational significance lies in its ability to benefit the whole person, emphasizing all three educational domains rather than separating physical and mental aspects.<sup>(23)</sup> Physical education should focus on overall well-being through proper physical activity.

By emphasizing values such as respect, responsibility, and empathy in physical education activities, educators can foster students' social and emotional development, helping them build positive relationships, resolve conflicts peacefully, and contribute to a more inclusive and supportive school community.<sup>(24)</sup> When students are taught to respect themselves and others, they are more likely to appreciate the value of diversity and treat others with dignity and respect.<sup>(25)</sup> In addition to promoting physical health and well-being, physical education can also play a significant role in fostering students' cognitive development. Participating in physical activities and sports requires strategic thinking, problem-solving, and decision-making skills, which can enhance students' cognitive abilities and academic performance.

Moreover, integrating values education into physical education can promote students' ethical development by encouraging them to reflect on their actions, consider the consequences of their choices, and make responsible decisions based on ethical principles.<sup>(26)</sup> Through discussions, role-playing exercises, and real-life scenarios, educators can help students develop a strong moral compass and make ethical choices in various situations. Adolescence can be a difficult period for many young people as they undergo rapid physical changes.<sup>(27)</sup> Participating in sports helps kids develop their emotional health, which lowers stress and improves mood. Additionally, physical activity is critical for warding off numerous chronic diseases, including heart disease, cancer, stroke, and diabetes, which have become increasingly common in recent years.

Integrating values education into physical education requires careful planning and implementation, involving collaboration among educators, administrators, students, and parents. Educators need to identify the specific values they want to promote and design activities and lessons that explicitly highlight and reinforce these values.<sup>(28)</sup> Furthermore, educators can incorporate various strategies to assess students' understanding and application of values, such as self-reflection journals, peer evaluations, and group discussions. Physical education plays a

crucial role in developing a child's self-confidence, teaching self-discipline, managing emotions, and fostering problem-solving abilities.<sup>(29,30)</sup> Physical education programs can teach pupils the value of collaboration and teamwork by involving them in group activities that need communication and trust.

This study aims to explore how physical education teachers integrate values education into daily learning activities, identify the core values emphasized and their meaning for students, and examine how a holistic approach in physical education supports students' physical, emotional, and social well-being. Furthermore, this research seeks to uncover the challenges and obstacles teachers face in consistently implementing values education within physical education lessons.

## **METHOD**

### **Design**

This research uses a qualitative approach with a case study design, which aims to explore in depth the practice of integrating values education in Physical Education learning through a holistic approach at various levels of education. The case study was chosen because it provides space for researchers to understand the phenomenon in the real-life context of Physical Education teachers in elementary, middle, and high schools spread across West Sumatera. A holistic approach in this context is understood as a learning strategy that encompasses physical, emotional, social, and character values dimensions integrated into the physical education learning process. This design allows researchers to capture the complexity of practice in the field, including variations across educational levels and student responses to efforts to build character and improve well-being through physical activities.

### **Research Informants**

The study involved 30 Physical Education teachers across three levels: 10 elementary, 10 juniors high, and 10 senior high school teachers. Inclusion criteria included: (a) holding at least a Bachelor's degree in Physical Education, (b) having a minimum of three years of teaching experience, (c) currently employed as a full-time PE teacher, and (d) active involvement in teaching regular PE classes with a stable teaching load. Teachers on long-term leave, administrative-only duties, or not teaching PE in the current academic year were excluded.

Informants were selected using area sampling across five districts of West Sumatera (Padang, Bukittinggi, Payakumbuh, Batusangkar, and Pesisir Selatan), ensuring representation of urban and rural settings, as well as diverse cultural contexts. Teachers were contacted through district education offices and school principals. Recruitment was voluntary, no monetary incentives were provided, and participants signed written informed consent. The sample included 12 female and 18 male teachers, with teaching experience ranging from 4 to 33 years, representing both relatively new and highly experienced educators.

### **Research Procedures**

The research procedure began with mapping areas in West Sumatera (Padang, Bukittinggi, Payakumbuh, Batusangkar, and Pesisir Selatan) that represent geographic and social diversity. Data collection was conducted through semi-structured interviews and limited observations of the learning process, aimed at exploring teachers' strategies in integrating universal values. Researchers also took field notes to record the learning context and social interactions that emerged during the teaching process. Each interview was recorded, transcribed, and reconfirmed with the informant to ensure data validity. The data collection process was carried out in stages over several weeks at each school location, while still observing research ethics and obtaining the consent of each participant.

### **Data analysis**

Data analysis was conducted qualitatively using thematic analysis, assisted by Atlas.ti software. The process began with a thorough reading of all interview transcripts and observation notes, followed by open coding to identify meaningful data segments relevant to the research focus. These initial codes were then grouped and refined through axial coding, establishing connections between categories such as value reinforcement, implementation challenges, and their impact on student well-being. Subsequently, selective coding was applied to refine and consolidate the core themes, capturing the holistic integration of values education in physical education practices.

To ensure analytical rigor, the process included data reduction, constant comparison across sources, and interpretation until key patterns were identified. Data saturation was achieved after the 26th interview, yet all 30 interviews were analyzed to strengthen comprehensiveness. Triangulation of data sources (elementary, junior high, and senior high teachers) was applied, alongside member checking with key informants, to enhance validity and credibility. The final interpretation was constructed by linking values-teaching practices with their contributions to students' physical, emotional, and social aspects, which were treated as core indicators of well-being.



## Ethical Considerations

This study received ethical approval from the Research Ethics Committee, Universitas Negeri Malang (Approval No.19.08.09/UN32.14.2.8/LT/2025). Written informed consent was obtained from all participating teachers, and additional permissions were secured from school principals. For classroom observations involving minors, parental consent was facilitated through schools. Audio files and transcripts were securely stored and accessible only to the research team. The data will not be publicly shared but may be made available upon reasonable request.

## RESULTS

### Integration of Moral and Social Values in Daily Physical Education Activities

Based on interviews with several Physical Education teachers, it was found that the integration of values into learning is carried out through a highly contextual and humanistic approach. Teachers emphasize the importance of universal values such as honesty, discipline, and cooperation as an integral part of every learning activity. *"We always emphasize the importance of playing honestly, arriving on time, and being able to work together as a team. It's not just about sports, but about character building"*, said one teacher. In its implementation, interactive learning methods such as group games are used to develop students' social skills, where they are encouraged to communicate and help each other. *"We use games that require them to help each other and talk. From there, a sense of empathy and mutual respect emerges"*, explained one informant.

Additionally, sports activities are modified to be inclusive, allowing all students to participate without feeling left out. One teacher explained, *"Not all students are physically strong, so we adjust the rules so everyone can play and feel valued. That's also part of learning the value of equality"*. A safe and supportive learning environment is also a key focus. Teachers strive to ensure students are unafraid to try and make mistakes, as one teacher put it, *"If kids are afraid of making mistakes, they won't grow. We make it a habit to praise them for their efforts, not just the results"*. Modelling is also an important strategy in internalizing values, where teachers consciously demonstrate sportsmanship and ethical behavior in every learning interaction. *"If I get angry when I lose, students will follow suit. So I show them how to accept defeat gracefully"*, said one teacher.

Reflection and evaluation processes are carried out routinely after activities, by discussing students' experiences in the game and how they understand the values contained therein. *"After every lesson, we sit together to discuss what they felt. For example, what it means to win without cheating, or how they respect their friends even though they lose"*, said one teacher. Furthermore, teachers also strive to involve parents and the community as part of the values ecosystem, for example through joint activities such as fun walks or small tournaments. *"We involve parents in activities like fun walks or mini tournaments. The values we instill can also be reinforced at home"*, concluded one informant. These findings indicate that values education in Physical Education is not only carried out explicitly, but also instilled through direct experience, social relationships, and consistent role models.

### Core Values Emphasized in Physical Education and Students' Understanding

In Physical Education teaching practices, teachers consistently instill core values considered crucial to student character development. Honesty, responsibility, cooperation, sportsmanship, and discipline are key pillars built through various physical activities. One teacher stated, *"Honesty is the main foundation. We teach students to be honest. For example, if the ball goes out or touches a hand, they must admit it. That's more important than just winning"*. The value of honesty is not only applied in games, but also in the evaluation process and daily interactions in the classroom.

Responsibility is instilled through team and group activities, which are designed in such a way that students understand the meaning of their respective contributions and roles. *"In group play, they learn that team success isn't just one person's responsibility. Everyone has to contribute"*, explained an informant. Through this experience, students began to realize the importance of an active role and concern for shared success.

Cooperation is also a value that receives significant attention. Teachers design activities that require students to communicate, share roles, and support each other. *"We intentionally created a game that can't be completed alone. They have to help their friends and strategize together. From there, they learn to respect opinions and differences"*, said one of the teachers.

Sportsmanship is also a value consistently taught. Teachers educate students about the importance of respecting their opponents and accepting the outcome of a game with a mature attitude. *"We tell the kids that winning is important, but how you win is more important. Even if you lose, you have to remain respectful and open-minded"*, said a teacher with more than a dozen years of experience. He believes this value is very helpful in developing mental resilience and positive attitudes in students.

Meanwhile, discipline is considered a cornerstone of every learning process. Teachers emphasize that arriving on time, following the rules, and being committed to every activity are all part of character building. *"We don't just discipline them physically, but also their attitude. If they can be disciplined on the field, it will*

carry over into their daily lives". said a teacher.

Interestingly, many students are beginning to realize that these values apply not only to sports but also to their social lives. One teacher recalled, *"After learning to work together in class, some students said they are now more patient when listening to their friends' opinions and don't get angry easily. That means the learning has reached their hearts"*.

### Contribution of a Holistic Approach in Physical Education to Students' Well-Being

Physical Education teachers reported that a holistic approach to their teaching significantly impacted students' well-being, both physically, emotionally, and socially. One of the most visible aspects was the development of students' physical skills and health. One teacher explained, *"With structured routine activities, children become more active, tire less easily, and appear physically fitter. This is important because fitness is the foundation for other learning activities"*. Physical activity not only shapes the body but also fosters a healthy lifestyle from an early age.

Beyond the physical aspect, the holistic approach also emphasizes character building and strengthening social skills. Teachers use sports activities to instill values like discipline, responsibility, and teamwork. *"We don't just train for running or playing soccer. Every game has rules, and from there, children learn discipline and their responsibilities within a team"*, said one teacher. They also create scenarios that encourage students to interact, strategize together, and appreciate each other's contributions. *"If they can work together on the field, they usually get along better in class"*, she added.

This approach also plays a role in emotional management and improving students' mental health. Teachers observed that through physical activity, students can channel their emotions positively and learn to manage their feelings, both in situations of victory and defeat. *"The children learn how to accept defeat, not get angry easily, and still respect their opponents. These are very important lessons for their mental health"*, said one teacher reflectively. Several teachers even mentioned that students who previously tended to be introverted began to open up and become more confident after participating in physical activities.

Furthermore, this holistic approach is strengthened by creating a safe learning environment and community support. Teachers strive to foster a supportive atmosphere where students feel comfortable trying, failing, and relearning. *"We want children to feel that this is a safe place to learn, without fear of being scolded for mistakes"*, said one teacher. Not only at school, but parental and community involvement is also considered crucial in supporting the values being instilled. *"If parents are also involved, for example by participating in fun walks or attending tournaments, children feel more valued and supported"*, said another teacher.

### Challenges and Obstacles in Integrating Values Education into Physical Education

Physical Education teachers recognize that integrating values education into learning isn't always smooth sailing. One of the main challenges they face is the differences in student character and background. Each student comes with values shaped by their family environment. One teacher explained, *"Some children are accustomed to honesty and discipline at home, so they find it easier to follow. But others are never taught this, so they struggle to adapt to school rules"*. These differences make the process of internalizing values challenging and require a more personalized approach.

Furthermore, social and cultural environmental factors also pose significant obstacles. Teachers revealed that students who come from environments with norms that conflict with school values often experience confusion or resistance. *"Some children grow up in harsh environments, where winning is a matter of course. So, when they're taught about sportsmanship, they have a hard time accepting it"*, one teacher expressed concern. The environment outside of school, they noted, often presents a significant challenge in fostering consistent student behavior.

Lack of parental support is also a significant obstacle for teachers. They recognize that without parental involvement, instilling values becomes less effective and sustainable. *"We can teach at school, but if there's no reinforcement at home, children become confused. Sometimes it's the parents who set a negative example"*, lamented one teacher. The lack of communication between schools and families is seen as weakening the value bridge between the two learning environments.

Another common challenge is limited time and resources. With a dense curriculum and administrative demands, teachers find it difficult to create space for in-depth exploration of values in each session. *"Sometimes there's only a short time for one meeting. If we have to meet material targets, grades become an afterthought, not the main learning"*, said one teacher. Limited facilities, such as adequate space or supporting equipment, are also said to limit teachers' creativity in designing meaningful activities.

Furthermore, communication between teachers and students also presents a challenge. Several teachers admitted to having difficulty fostering open and in-depth discussions about values, especially with students who are less accustomed to expressing their opinions. *"Many children today are passive. When asked about their feelings or opinions, they just stay silent or give short answers"*, said one teacher. This highlights the need to

improve communication skills on both sides, teachers and students, so that values learning can take place in a reflective and meaningful way.

## DISCUSSION

### Teacher Strategies in Integrating Moral and Social Values in Physical Education

The results of this study indicate that Physical Education teachers have implemented various strategies to integrate moral and social values into physical education learning through a contextual, humanistic, and holistic approach. These strategies include the application of universal values such as honesty, discipline, and cooperation; the use of interactive learning methods; modifying activities to be inclusive; creating a safe learning environment; role modeling; reflection and evaluation; and involving parents and the community in the learning process. These findings align with the concept of holistic learning, which emphasizes holistic individual development, encompassing cognitive, emotional, social, and ethical dimensions.<sup>(31)</sup> In the context of Physical Education, a holistic approach aims not only to develop physical skills but also to build students' character, empathy, and social responsibility.<sup>(30,32,33)</sup>

The physical education teachers in this study played a crucial role as facilitators and role models in the internalization of values. They consciously created a positive, safe, and supportive learning environment so that students felt comfortable expressing themselves and learning from their mistakes. The teachers' exemplary behavior in demonstrating sportsmanship and ethical behavior on the field was a concrete manifestation of effective value transfer. This aligns with research findings that emphasize the importance of building a moral community and a motivational climate that encourages personal and social responsibility in physical education.<sup>(34)</sup> The use of interactive methods, such as group games and reflective discussions, has been shown to foster a deeper awareness of values in students. In this context, teachers not only convey values verbally but also create learning situations that allow students to experience and feel those values directly, in accordance with the principle of transferring values through experience.<sup>(35,36)</sup>

Furthermore, modifying physical activities to be inclusive is an important strategy for teaching the values of equality and respect for differences. This approach reflects teachers' awareness of students' social contexts, where diverse physical abilities are not barriers but rather starting points for building respect and cooperation. These efforts reflect pedagogical practices that encourage the development of prosocial behavior and acceptance of social norms.<sup>(37)</sup>

Regular post-activity reflection, as conducted by the teachers in this study, provides students with a space to process their experiences, construct meaning from the physical activity they undertake, and recognize the ethical and social implications of each action. Such reflection is an important tool in developing moral awareness and responsible decision-making.<sup>(38)</sup>

Furthermore, parental and community involvement in values-learning activities, such as fun walks or mini-tournaments, strengthens the continuity of values between school and home. This demonstrates that values education cannot be confined to the classroom alone but requires cross-environmental collaboration to create sustainable character transformation.<sup>(39)</sup>

Thus, the findings of this study confirm that integrating values education into Physical Education through a holistic approach is an effective strategy for developing holistic students. Teachers play a strategic role as agents of value transformation who must consciously design learning activities that support students' moral, social, and emotional development. The success of values education depends heavily on pedagogical design that creates space for ethical decision-making, respect for others, and personal responsibility.<sup>(40)</sup> This kind of integration not only enriches the meaning of physical learning, but also prepares students to live a complete life with integrity, empathy, and high social responsibility.

### Core Values Instilled and Their Interpretation by Students

The results of this study indicate that Physical Education teachers consistently instill core values such as honesty, responsibility, cooperation, sportsmanship, and discipline in learning activities. These values are transformed not only through verbal instruction, but also through direct experience, habituation, and the social dynamics of physical activities they experience with peers and teachers.

The value of honesty, for example, is instilled in the context of play through concrete situations such as admitting a mistake when the ball touches the hand or goes out of bounds. Teachers emphasize not only the importance of winning, but also how to play with integrity. This finding aligns with the view that honesty in physical education reflects a commitment to integrity in competition, which is fundamental to the formation of a well-rounded character.<sup>(38)</sup>

The values of responsibility and cooperation emerge strongly through teamwork, where students are trained to rely on each other, share roles, and understand the importance of individual contributions to collective success. In these experiences, students not only learn game strategies but also absorb the importance of mutual support and solidarity, which lay the foundation for their social competence. These values strengthen

students' positive relationships with physical activity while fostering a sense of responsibility for themselves and others.<sup>(29)</sup>

Meanwhile, sportsmanship is not simply understood as the rules of the game, but as a way of life: respecting opponents, accepting defeat maturely, and being humble in victory. Teachers play a crucial role in modeling this, for example by responding positively to defeat in front of students. This process fosters students' understanding of the importance of respect for others and situations, a value that serves as a fundamental foundation in the context of physical education.<sup>(38)</sup>

Discipline, both in the form of punctuality and adherence to game rules, is instilled as a primary foundation for developing students' attitudes. Teachers emphasize that discipline is not only needed on the field but also impacts order in daily life. This aligns with the idea that values-based education needs to explicitly develop character strengths so that students can function optimally as individuals and as part of a just and caring society.<sup>(29)</sup>

Interestingly, students began to demonstrate personal meaning for these values. Teachers noted that students not only understood the values in the context of the game but also began to apply them in their daily social interactions, such as being more patient and listening to friends' opinions. This confirms that the values instilled through physical education are not technical or fleeting, but can be internalized and lead to long-term changes in behavior and attitudes.

Thus, the results of this study reinforce the understanding that values education in Physical Education plays a crucial role in developing students' overall character. In line with the values-based education perspective, this approach focuses on explicitly instilling values, with the goal of shaping students into individuals who are successful individually and contribute positively to society.<sup>(29,38)</sup> Within the framework of physical education, these values form an important foundation for the development of a holistic personality and the sustainability of an active and healthy lifestyle throughout life.

### **Contribution of Holistic Approach to Student Well-being**

The findings of this study confirm that a holistic approach to Physical Education learning significantly contributes to student well-being, across the physical, emotional, and social dimensions. Teachers who participated in the study reported that structured and inclusive physical activity routines have helped students improve their physical fitness, develop motor skills, and foster a healthy lifestyle from an early age. This aligns with research confirming that involvement in physical education improves students' motor skills, personality, and cognitive abilities.<sup>(41,42,43)</sup> Sports activities are also known to play a role in fine muscle control which is important for the development of motor skills.<sup>(37)</sup>

Moreover, this holistic approach not only develops physical development but also serves as a strategic vehicle for instilling character values and social skills. Teachers use a variety of games that emphasize teamwork, responsibility, and discipline.<sup>(44)</sup> Learning scenarios involving group work encourage students to develop collaborative strategies, share roles, and respect each other, creating a healthy social atmosphere. Physical education supports the development of moral skills, leadership, cooperation, and problem-solving.<sup>(45)</sup>

In terms of mental health and emotional management, teachers observed that physical activity provides a safe space for students to express their emotions, both in winning and losing situations. Through this process, students learn to manage stress, accept defeat maturely, and maintain healthy interpersonal relationships. A holistic approach to physical education fosters the development of students' self-confidence and resilience, as well as fostering a positive sense of personal accomplishment.<sup>(4)</sup>

Creating a safe and supportive learning environment is also a crucial aspect of this holistic approach. Teachers recognize the importance of creating a fear-free learning space and providing opportunities for failure and relearning. This allows students to feel more accepted and confident in exploring their potential. Holistic education not only provides information and skills but also shapes the personalities of young people to become critical and productive individuals.<sup>(46)</sup>

Furthermore, community and parent involvement in activities such as fun walks and small tournaments strengthens the continuity of values between school and home. The goal of physical education is not only to promote an active lifestyle but also to foster the holistic growth of students.<sup>(47)</sup> This community-engaged approach provides social reinforcement of the values taught in schools and extends their impact into the broader realm of students' lives.

Thus, a holistic approach to physical education serves not only as a means of physical development, but also as an effective strategy for fostering character, strengthening social skills, and improving students' overall mental well-being.<sup>(48,49)</sup> Through the integration of physical, emotional, social, and moral dimensions, students are equipped with essential life skills to become healthy, empathetic, and resilient individuals in the future.<sup>(37,50)</sup>

### **Challenges in Implementing Values Education in Physical Education**

The implementation of values education in Physical Education learning faces various complex challenges



stemming from internal and external factors. One of the main obstacles teachers faces is the differences in student character and background, which directly impact how students receive and interpret the values taught. These differences are influenced by the family, social, and cultural environments that shape each child's core values. Teachers must recognize that students bring varying "value capital," and that values considered good at home may conflict with school values.<sup>(51,52)</sup>

Furthermore, social environmental constraints pose a significant obstacle. Students who grow up in competitive and socially stressful environments sometimes struggle to embrace values such as sportsmanship, honesty, and cooperation. An unsupportive outside-school environment hinders consistent student behavior in the classroom.<sup>(53)</sup> Lack of parental support is also a serious challenge. When parents fail to model values or even set negative examples, values learning in schools becomes discontinuous. Teachers recognize that the value education process will be stronger if supported at home.<sup>(54)</sup>

From an institutional perspective, limited time and resources also pose obstacles. Busy schedules, academic pressure, and inadequate facilities make it difficult for teachers to integrate values education deeply into every learning session.<sup>(47,55)</sup> Another challenge arises in the communication and discussion of values. Many students are not accustomed to openly discussing values or reflecting on their experiences, limiting interactions about the meaning of physical activity. Teachers also need special skills to facilitate reflective and meaningful discussions.<sup>(56)</sup> Another fundamental problem is the lack of structural and professional support for teachers. Many physical education teachers still lack adequate pedagogical training to effectively integrate values education, a result of the lack of attention given to this subject within the formal education system. Physical education is often viewed as merely a physical activity and has not yet achieved equal standing with other subjects, both in terms of policy and public support.<sup>(57)</sup>

Overall, the challenges in integrating values through Physical Education reflect the need for a holistic and collaborative approach. This effort should include ongoing teacher training, increased funding and facilities, and active involvement of parents and the community.<sup>(58)</sup> Thus, Physical Education is not only a means of physical development, but also a strategic vehicle in forming the character and human values of students as a whole.

This research focuses on the integration of universal values within the context of Physical Education (PE) learning in schools, thus focusing on the process of how teachers internalize these values through sports activities. The study only examines the role of teachers in building a learning environment that fosters responsibility, sportsmanship, discipline, cooperation, and respect, without extending the scope to fostering high-achieving sports or extracurricular activities outside the classroom.

This limitation is crucial for the research to remain consistent in analyzing values-oriented learning practices. By limiting the focus to formal classroom learning, the study can delve deeply into teachers' pedagogical strategies, students' responses, and the challenges and opportunities that arise in implementing moral and social values in PE subjects. This allows the findings to make a tangible contribution to curriculum development and learning practices in schools.

## CONCLUSIONS

This research confirms that the integration of values education into physical education learning through a holistic approach plays a crucial role in developing students' character and well-being. Physical education teachers focus not only on physical skills but also on developing moral and social values such as honesty, responsibility, cooperation, sportsmanship, and discipline, which are applied in various physical and social activities. Learning through games, reflection, and modeling good behavior demonstrates that these values are understood not only as rules of play but also as life principles relevant to students' social lives.

This holistic approach has been shown to positively contribute to student well-being by improving their physical skills, mental health, and social skills. However, the implementation of values education faces various challenges, such as differences in student character, lack of parental support, limited time and resources, and barriers to communication between teachers and students. Therefore, it is crucial to implement adaptive and collaborative strategies to address these challenges, as well as to strengthen parental and community involvement in the values education process.

Overall, this research shows that values-based physical education not only enriches physical learning but also prepares students to become well-mannered, healthy, and socially responsible individuals. Physical education instruction with a holistic approach, involving various stakeholders, can be an effective instrument in shaping character and improving students' overall well-being.

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