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## Factors Affecting Character Formation: Discipline, Counseling Guidance, and Sports Education

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**Abstract:** Literature review factors in character formation: discipline, counseling guidance, and sports education are scientific articles aimed at analyzing whether character formation is influenced by discipline, counseling guidance, and sports education. The **method** approach is qualitative with a descriptive study type (literature review) to explore and analyze the relationship between discipline, counseling guidance, sports education, and character formation. The **results** of this article are: 1) Discipline plays a role in character formation; 2) Counseling guidance plays a role in character formation; 3) Sports education plays a role in character formation. In addition to these 3 exogenous variables affecting the endogenous variable of character formation, there are many other factors including the quality of education, physical activity, and leadership.

**Keyword:** Character Formation, Discipline, Counseling Guidance, Sports Education.

### INTRODUCTION

Education not only aims to enlighten the life of the nation but also to shape the character of students as a moral foundation in social life. In Law No. 20 of 2003 concerning the National Education System, it is emphasized that education aims to "develop the potential of students to become faithful, devout, morally noble, healthy, capable, creative, independent individuals, and responsible democratic citizens." This shows that the character aspect holds an equal position with the academic aspect.

Character formation does not happen instantly, but through a long process involving various internal and external factors. In the context of formal education, schools become strategic institutions in instilling character values through the strengthening of positive culture and programmed activities. According to Lickona (1991), character consists of three main components: moral knowledge, moral feelings, and moral behavior, which need to be developed integratively within the education system. One main factor in character formation is discipline. Discipline fosters compliance with rules, orderliness, and self-control. According to Yuliana (2024), "the consistent application of discipline in the school environment can develop a sense of responsibility and honesty among students." Discipline that is instilled from an early age will form behavior that is embedded internally, not merely out of fear of punishment.

In addition to discipline, guidance and counseling (BK) play an important role in assisting students through the process of social and emotional development. Structured BK services can foster empathy, self-confidence, and moral awareness. Buana (2024) states that "BK teachers not only help students solve problems, but also instill character values through individual and group approaches." With proper guidance, students will be better prepared to face the dynamics of life and make responsible decisions.

The third factor is physical education (PJOK). Sports activities teach important values such as sportsmanship, cooperation, honesty, and perseverance. According to Musa, Musripah, & Annur (2022), "well-managed physical education can be an effective means in character building for children, especially in terms of discipline and sense of responsibility." Through sports, students not only develop physically but also positive mental attitudes.

These three factors: discipline, counseling guidance, and sports education have mutually reinforcing contributions to the character development of students. The integration of all three in the curriculum and school culture will create a conducive environment for the balanced personal and social growth of children. Therefore, it is important to conduct further studies on how these factors interact and can be optimized in the context of character education.

This research aims to determine whether discipline, counseling guidance, and sports education play a role in character formation. Based on the references to the issues previously explained, the questions for this literature review are as follows:

1. Does discipline play a role in character formation?
2. Does counseling guidance play a role in character formation?
3. Does sports education play a role in character formation?

## **METHOD**

This study uses a qualitative approach with the literature review method. This method is carried out by examining and analyzing various previous research results, scientific journals, articles, books, and other scientific documents relevant to the theme of character formation, particularly related to the factors of discipline, counseling guidance, and sports education.

## **RESULTS AND DISCUSSION**

### **Results**

The results of this article based on the background of the problem, objectives, and methods are as follows:

### **Character Formation**

In the research (Silvia, 2024) it is explained that character formation is an important thing to implement in schools. Because character education is a cornerstone in every subject and can be a determining factor for students to become human beings. The growth and development of good character education can be an encouragement for students to do positive things and have the right goals in life. Character is the inner quality and moral of a person reflected in their mindset, attitudes, and daily actions. Character education aims to shape students into individuals who possess integrity, responsibility, hard work, empathy, and love for their homeland. Lickona (2018) states that character is not something that is biologically inherited, but rather shaped through experience, learning, and social environment. Therefore, character building must be an inseparable part of the educational process in schools.

Character formation is a systematic process aimed at instilling moral, ethical values, and virtues in individuals to become morally upright and responsible people. According to Setiawati (2015), character is formed through habits and the habituation of positive behavior that is continuously practiced until it becomes part of a person's self. This is in line with the opinions of (Normawati and Hasriana, 2021), who state that character education is a system

that involves knowledge, awareness, willingness, and action to implement moral values in daily life. They emphasize that character is not only an aspect of knowledge but also involves affective and psychomotor aspects integrated into the actual behavior of learners.

(Mughtar and Suryani, 2022) state that character education needs to be aligned with the cultural values of the nation that shape individual personality through three main aspects: cognitive, affective, and actions. In the context of education, character building can be carried out through various strategies such as exemplification, habituation, and the integration of values in all learning activities. Sari et al. (2025) add that values such as honesty, discipline, responsibility, and cooperation must be instilled consistently through a supportive school environment. Thus, character formation is not merely the responsibility of specific subject teachers, but is the responsibility of the entire educational ecosystem in shaping a generation that is integral and moral.

Character formation has been extensively researched by previous researchers, including: (Ali, H., 2017), (Silvia, 2024), (Yunarti, 2017), (Fatmah, 2018), (Ainiyah, 2013), (Musa et al., 2022), (Sitepu, I. D., 2017), (Utama, A. M. B., 2020), (Desanti, L. A., 2022), (Mardianto et al., 2024).

### **Discipline**

Discipline is defined as awareness and adherence to rules and responsibilities. Discipline applies not only in the context of school regulations but also reflects self-control and consistency in action. According to Yuliana (2024), the systematic application of discipline can shape students' character to be more responsible, honest, and consistent. A study by Suryani & Wibowo (2022) shows that schools implementing a value-based discipline program are more successful in instilling attitudes of responsibility and compliance in students compared to schools that only emphasize punishment. This emphasizes that discipline as an internal habit is far more effective in shaping character than a coercive approach. According to (Imran, 2017), student discipline is a state of orderliness and regularity possessed by students in school, without any violations that harm either directly or indirectly to the students themselves and to the school as a whole.

According to (Silvia, 2024) According to Baumeister and Tierney, discipline is the ability to choose actions that support long-term goals, even though this may be at the expense of short-term desires or comfort. Discipline according to this theory can be learned and strengthened with practice, such as physical exercise or daily routines that require individuals to control impulses and follow predetermined procedures or rules. In the context of sports education, discipline can be improved through giving rewards or recognition for disciplined behavior, such as practicing regularly or following the coach's instructions well. On the other hand, punishment or consequences for breaking rules also play a role in strengthening discipline.

Discipline has been extensively researched by previous researchers, including: (Sari, S., & Ali, H., 2024), (Silvia, 2024), (Suharyono & H. Ali., 2017), (Utami, 2019), (Wirantasa, 2017), (Nurhaliza et al., 2025), (Tusriyani, S., 2020), (Pratama et al., 2022), (Suranta et al., 2022), (Nugroho et al., 2023).

### **Counseling Guidance**

More broadly, guidance and counseling encompass preventive, curative, and self-development efforts through various approaches and services, including individual guidance, group counseling, and family or career counseling. Djumhur & Moh. Surya (in a study on approaches and models of guidance and counseling, 2023) emphasize that it is a continuous and systematic process of providing assistance to individuals to solve the problems they face, enabling them to understand themselves (self understanding), accept themselves (self

acceptance), direct themselves (self direction), and realize themselves (self realization) in accordance with their abilities to achieve self-adjustment with their environment. This approach emphasizes three main goals of counseling services: 1) to help individuals recognize and accept themselves; 2) to direct their life choices and actions; 3) and to realize their potential to achieve optimal adjustment with their social and school environment.

(Silviah, 2024) stated that guidance and counseling are assistance services for students, both individually and in groups, to be independent and develop optimally, in personal guidance, social guidance, study guidance, and career guidance, through various types of services and supporting activities, based on applicable norms. Guidance and counseling teachers are the second educators after the family (parents) at home. The authority held by guidance and counseling teachers plays a very important role in optimizing child-friendly education in the formation of children's character. Guidance and counseling (BK) is a systematic assistance process provided to students so that they can optimally develop their potential. BK has the main goal of helping students recognize themselves, understand their environment, and make the right decisions in various aspects of life, including academic, personal, social, and career (Corey, 2016). In the school environment, school counselors play a role as companions and facilitators who help students face various developmental challenges, both from within themselves and from the social environment.

Counseling is a systematic and continuous assistance service aimed at helping students understand themselves and their surroundings, so that they can optimally develop themselves in academic, social, and personal aspects. Counseling is an effort to help individuals through a personal interaction process between the counselor and the counselee, so that the counselee can understand themselves and their environment, make decisions and set goals based on values they believe in, allowing the counselee to feel happy and effective in their behavior. (Sukatin et al., 2022)

Counseling guidance has been extensively researched by previous researchers, including: (Silviah, 2024), (Ade, D., 2020), (Bakti, CP, & Safitri, NE, 2017), (Setianingsih, ES, 2016), (Afifa, A., & Abdurrahman, A., 2021), (Sari, R., & Yuliana., 2024), (Muntofiqoh, S., 2023), (Gana Buana, 2024).

## **Sports Education**

Physical education and sports (PJOK) is an important part of the curriculum that not only emphasizes physical fitness but also the development of social and emotional values of students. Through physical activities such as games, team sports, and motor skills training, students learn to manage emotions, cooperate, appreciate differences, and follow rules. (Bailey et al., 2015) states that sports can be a very effective means of supporting the overall development of children, including character aspects.

Sports education, or known in the curriculum as Physical Education, Sports, and Health (PJOK), is defined as an educational process through physical activities systematically designed to support the physical, emotional, social, and intellectual development of students (Rosdiyani, 2012; Nurhadi Santoso, 2009).

Sartinah (2015) in the context of Physical Education, Sports, and Health, emphasizes that this subject not only develops students' physical fitness but also strengthens social skills such as cooperation, sense of responsibility, and collective awareness through structured physical activities in elementary schools. Similarly, Dwi Harini (2014) states that the learning process of PJOK, with teachers as mediators who possess high pedagogical competence, is essential in harmoniously developing students' mental, emotional, physical, and logical aspects.

Sports education has been widely researched by previous researchers, including : (Nafian Tifal, I., 2023), (Musa, 2022), (Sasongko Putro, 2019), (Rohmansyah, N. A., 2022), (Nababan

et al, 2024), (Febriza et al., 2024), (Pinem et al., 2024), (Sitepu, I. D., 2017), (Hariadi, H., 2014).

## **Discussion**

### **a) Discipline in character formation**

Discipline is one of the core character values that serve as an indicator of the success of national education. In the context of modern education, character is not only formed through formal subjects such as Citizenship Education or Religion, but also through learning that involves physical, emotional, and social aspects, such as Physical Education, Sports, and Health (PJOK). Sports education facilitates students in practicing orderliness, adherence to rules, responsibility for roles in a team, and respect for opponents and instructors — all of which reflect the discipline that shapes character comprehensively.

Research (Wouw & Ani, 2015) emphasizes the importance of the consistency of physical education teachers' instructional strategies in controlling student behavior in the classroom. Teachers are not only facilitators of physical activities but also act as character builders. Through a structured and consistent approach, students show improvements in punctuality, tidiness, and orderliness in participating in learning activities. Observational results indicate that student discipline is reflected in arriving on time, wearing complete sports attire as per the regulations, and respecting turns in games.

The research by Nugroho, Sukendro, and Setiawan (2021) provides an additional perspective in the context of face-to-face learning during the pandemic. Despite limited movement, students still demonstrated good discipline in participating in PJOK (Physical Education). The average time discipline indicator reached 79%, while deed discipline was 76%. This shows that the strong values of discipline can withstand even in less than ideal situations, proving that character building through physical education is durable and relevant in various conditions.

In general, the results of the previous research strengthen the view that discipline is not just a technical aspect in the learning process, but has a profound transformative value in character building. Sports education has pedagogical power in integrating cognitive, affective, and psychomotor aspects into a cohesive learning experience that is enjoyable yet structured. The discipline formed through positive habituation, guidance, and the exemplary behavior of teachers or coaches becomes the main foundation in building a resilient, responsible, and moral character in the younger generation.

This research aligns with the studies conducted by : (Sari, S., & Ali, H., 2024), (Silvia, 2024), (Suharyono & H. Ali., 2017), (Utami, 2019), (Wirantasa, 2017), (Nurhaliza et al., 2025), (Tusriyani, S., 2020), (Pratama et al., 2022), (Suranta et al., 2022), (Nugroho et al., 2023).

### **b) Counseling Guidance in character formation**

The research results show that guidance and counseling (BK) play an important role in shaping students' character through structured services, both individually and in groups. These services include personal, social, learning, and career guidance, all aimed at helping students develop fundamental character values such as responsibility, discipline, and honesty. (Astuti & Rahmawati, 2019) in their research reveal that students who regularly participate in BK activities show improvements in self-control, interpersonal communication, and concern for the school environment. BK services not only focus on problem-solving but also on the comprehensive development of students' personalities.

Furthermore, the research by (Haris & Aulia, 2021) states that the effectiveness of character formation in students is significantly influenced by the counseling approach used. Counselors who use a humanistic and developmental approach are able to create a safe reflection space for students to recognize positive values. This is reflected in the change in



students' behavior, which becomes more open, responsible, and more capable of making independent decisions. Interventions in the form of individual and group counseling can help students cultivate self-awareness in adhering to norms and ethics in the school environment.

In addition, Wahyuni (2020) found that the role of counseling services is crucial in responding to deviant behavior that often occurs in school environments, such as violations of regulations or conflicts between students. Through a crisis counseling approach, students who commit violations are not immediately punished, but are invited to reflect on their behavior and understand its negative impacts. As a result, students are better able to demonstrate responsible behavior and learn from their mistakes. This proves that the right counseling approach can accelerate the process of internalizing character values deeply.

Overall, it can be concluded that the guidance and counseling services applied consistently and professionally can effectively optimize the character formation of students. The success of this service highly depends on the synergy between the guidance counselor, subject teachers, homeroom teachers, and school management. When character values such as honesty, cooperation, discipline, and empathy are integrated into the entire school program, students will undergo a more meaningful character formation process. Therefore, improving the quality and quantity of guidance and counseling services is an urgent need to support the success of character education in schools.

This research is in line with studies conducted by : (Nurul, N., & Hasanah., 2021), (Sari, R., & Yuliana., 2024), (Muntofiqoh, S., 2023), (Gana Buana, 2024), (Wahyuni, 2020), (Haris & Aulia, 2021), (Astuti & Rahmawati, 2019).

### **c) Sports education in character formation**

Sports education plays a significant role in character formation of students because it directly involves physical activities that educate aspects of discipline, cooperation, and sportsmanship. Research by (Yuliawan, 2016) shows that physical education and sports can foster character values such as honesty, responsibility, and tolerance through practice-based learning on the field. In the process of training and competitions, students learn about the rules of the game, accept victories and defeats fairly, and manage emotions. This activity has proven to be more effective in instilling these values compared to theoretical learning in the classroom.

A study by (Musa et al., 2020) also shows that active student participation in sports activities at school has a positive impact on their social character development. For example, in team games such as soccer or volleyball, students learn to understand the importance of cooperation, communication, and leadership. Physical education teachers who relate character values in every physical lesson can help students internalize moral principles such as honesty, respect for opponents, and responsibility for their respective roles. This makes sports education an effective medium for character formation through direct experience.

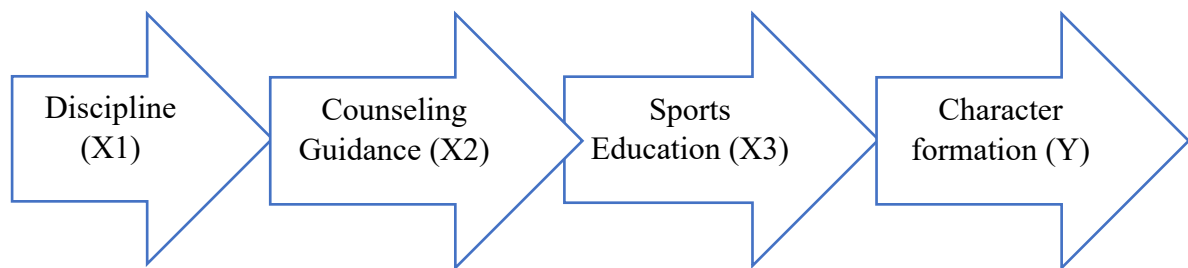
Furthermore, the research by Hariadi (2015) emphasizes that the effectiveness of sports education in shaping character will increase if the learning process is designed systematically, with clear character goals, and accompanied by an evaluation of students' attitudes. When physical education focuses solely on physical aspects and technical skills, character values will not develop optimally. Therefore, physical education teachers must be trained to integrate character education into every sports session, by providing reflection and feedback on students' attitudes, not just their physical performance.

The conclusion from various studies indicates that sports education has great potential in optimizing the effectiveness of character formation, especially when conducted consciously, systematically, and integrated with moral values. Through physical activities, students not only learn about motor skills but also develop strong, ethical, and responsible personalities. Therefore, schools and physical education teachers need to design curricula and teaching approaches that emphasize character development, not just physical achievement.

This research is in line with studies conducted by: (Nafian Tifal, I., 2023), (Musa, 2022), (Sasongko Putro, 2019), (Rohmansyah, N. A., 2022), (Nababan et al, 2024), (Febriza et al., 2024), (Pinem et al., 2024), (Sitepu, I. D., 2017), (Hariadi, H., 2014), (Hariadi, 2015), (Musa et al., 2020), (Yuliawan, 2016).

## CONCEPTUAL FRAMEWORK

Based on the problem formulation, theoretical studies, relevant previous research, and discussion of the influence between variables, the framework of this article has been obtained as follows.



**Figure 1. Conceptual Framework**

And there are still many other factors that influence Character Formation (Y) including the following:

- a) Education Quality : (Paramita, A., Ali, H., & Dwikoco, F., 2022), (Silviah, R., 2024), (Hernikasari, I., Ali, H., & Hadita, H., 2022), (Patilima, S., 2022), (Raharjo, S. B., 2012).
- b) Physical Activity : (Silviah, R., 2024), (Hotma, R., Ali, H., & Winda, 2023), (Huwaيدا et al., 2022), (Yani et al., 2021).
- c) Leadership : (Pratiwi, N. P., & Ali, H., 2023), (Ali, H., 2016), (Silviah, R., 2024), (Ali, M. M., & Ali, H., 2023).

## CONCLUSION

This research aims to determine whether counseling guidance and sports education play a role in optimizing the effectiveness of character development in students. Based on the questions in the article, the conclusions from this research can be drawn as follows: 1) Discipline plays a role in character formation, 2) Counseling guidance plays a role in character formation, 3) Sports education plays a role in character formation.

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