

## COUNSELING-BASED EDUCATION MANAGEMENT STRATEGY IN SHAPING THE SPORTSMANSHIP CHARACTER OF PHYSICAL EDUCATION STUDENTS

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### Abstract

This study aims to explore and analyze the implementation of educational management strategies based on guidance and counseling in developing sportsmanship character among Physical Education students at Megarezky University. The study employed a qualitative case study design, as it allows for an in-depth understanding of the complex phenomena related to the internalization of sportsmanship values through guidance and counseling services. Data were collected through triangulation techniques, including in-depth interviews with students and academic supervisors, participant observation during counseling activities, and documentation in the form of modules, activity records, photographs, and videos. Data analysis was conducted using the interactive model of Miles, Huberman, and Saldana, which includes data reduction, data presentation, conclusion drawing, and data verification. The findings reveal that the systematic implementation of guidance and counseling-based educational management strategies had a positive impact on the development of students' sportsmanship character. Students demonstrated greater awareness of the importance of fair play, respect for opponents, adherence to rules, improved cooperation, and better emotional management. Mentoring, group counseling, and self-reflection activities were found to be effective in fostering self-awareness, conflict management skills, and the practical application of ethical values in sports. The implications of this study confirm that guidance and counseling can serve as a holistic, adaptive, participatory, and sustainable model for character development. However, limitations related to the focus on a single study program, variations in individual responses, and the lack of long-term evaluation still need to be considered.

### Keywords

Educational Management Strategy, Guidance And Counseling, Sportsmanship, Physical Education, Case Study.



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## INTRODUCTION

At the global level, physical education is increasingly recognized not only as a means At the global level (Mustafa, 2020), physical education is no longer understood as limited to physical activity (Mustafa et al., 2021), but also as an important space to instill character values such as honesty, cooperation, and sportsmanship (Idham & Alimsyah, 2025). However, the reality in the field shows that the formation of sportsmanship character has not been optimal, especially in physical education students (Synthiawati et al., 2025). In Indonesia, there are still frequent student behaviors that are not ready to accept defeat (Reki, 2024) (Ramdhani et al., 2018), they are easily provoked by emotions during matches, and are not consistent in obeying the rules of the game (Raharja, 2023) (Purnandari et al., 2025). Similar conditions are also seen in the Physical Education Study Program of Megarezky University. Based on the initial study conducted by researchers, some students have actually understood the concept of sportsmanship cognitively, but have not been able to internalize it in practice. Around 60% of students show a less consistent attitude in applying fair play values during sports activities. This situation shows a gap between what students know and how they act, which is also an important academic problem in this study.

This problem leads to the need for an education management strategy that not only emphasizes the learning aspect but also touches on character development in a more targeted way through counseling guidance (BK). When viewed from the principles of education and moral values, this strategy ideally includes clear program planning, organization of coaching activities, implementation of integrated counseling services, and continuous evaluation (Putri, 2022) (Ikbal & Nurjannah, 2017). However, at Megarezky University, the implementation of BK in the context of physical education still tends to be partial. Preliminary data show that only about 45% of students have ever been involved in counseling or mentoring activities that specifically address character development. Even of this number, most of them have not received assistance on an ongoing basis. This shows that BK's contribution in supporting the formation of sportsmanship character has not been fully optimal, both in terms of intensity and program continuity.

In addition, the compatibility between the BK-based education management strategy and the goal of building sportsmanship character also needs to be studied more deeply. Ideally, the entire process of physical education whether in the classroom, in the field, or in other supporting activities must be interconnected in shaping the character of students (Rahmawati & Atmojo, 2021). However, what is happening on the ground shows that the designed program has not been fully implemented

consistently. For example, self-reflection activities or attitude evaluation after sports practice are still rarely carried out systematically. In fact, these activities are very important to help students realize and improve their behavior. This condition raises a fundamental question: to what extent does the educational management strategy based on counseling guidance really contribute to shaping the sportsmanship character of physical education students at Megarezky University, and whether the strategy is aligned with the expected goals of character education.

The results of initial observations made by researchers on Physical Education students at Megarezky University show that the sportsmanship character of students is still in the category of not optimal. Observation data on sports practice activities and internal matches showed that around 58% of students still showed unsportsmanlike behavior, such as protesting excessively against the referee's decision, disrespecting the opponent during the match, and showing emotional expressions when experiencing defeat. In addition, the results of interviews with lecturers in sports practice courses revealed that there are still students who are more win-oriented than the process of learning fair play values. The findings of the documentation of practical activities also show that the evaluation of students' sportsmanship attitudes has not been carried out in a structured manner, so character development tends to be only an additional part of the learning process. This condition shows that students' understanding of sportsmanship has not been fully internalized in real behavior during sports activities.

The low character of student sportsmanship is influenced by several factors, both internal and external. Internally, some students still have low emotional control and are not able to manage competitions in a healthy way. Meanwhile, from the external side, a competitive culture that emphasizes the results of matches rather than the educational value of sports also influences student behavior. Based on the results of the interview, students admitted that character development has so far focused more on aspects of technical skills and physical performance than on strengthening moral values in sports. The impact of these conditions is not only seen in behavior during matches, but also affects social relationships between students, decreases mutual respect, and has the potential to form an unhealthy competition culture in the academic environment. If this condition continues without systematic coaching, then the goal of physical education as a means of character formation will be difficult to achieve optimally.

Based on these conditions, an approach is needed that is not only oriented to sports learning, but also able to integrate character development in a structured manner through educational

management based on counseling guidance. This approach is seen as relevant because counseling guidance has a preventive, developmental, and curative function in helping students understand and internalize the values of sportsmanship in academic life and sports activities. In contrast to conventional learning approaches that tend to focus on technical and performance aspects, BK-based management allows for more systematic mentoring through counseling, mentoring, self-reflection, and behavioral evaluation services on an ongoing basis. Thus, the implementation of BK-based education management strategies is expected not only to increase students' understanding of sportsmanship but also to form consistent sportsmanship habits in sports activities and daily life.

A number of studies in the last five years have examined the relationship between education management, counseling guidance, and character building. Fadillah's research shows that structured education management can increase the effectiveness of BK services in shaping the character of student discipline. Nuryanti found that group counseling was able to increase cooperation and empathy of physical education students (Fadillah et al., 2025; Nuryanti et al., 2025). Synthiawati et al. (2024) revealed that the low sportsmanship of students is caused by a lack of integration between learning and character development. Rahmawati pointed out that mentoring in BK is effective in increasing students' moral awareness, even though it has not been integrated into the education management system (Rahmawati, 2021). Meanwhile, Hidayat and Ali emphasized that character education through sports activities is still sporadic and has not been systematically managed (Ali et al., 2025; Hidayat, 2025).

If examined further, the five studies still have limitations. Most studies highlight only one aspect, such as counseling services or learning activities, without linking them in their entirety to the functions of education management. This means that there has not been much research that looks at how planning, implementation, and evaluation of education can be integrated with BK services to form the character of sportsmanship as a whole. This is where the novelty of this research lies, which is to offer a more comprehensive study of educational management strategies based on counseling guidance that is integrated in shaping the sportsmanship character of physical education students.

Theoretically, this research is based on the concept of education management, which includes the functions of planning, organizing, implementing, and evaluating (Bush, 2018). In addition, this study also refers to the theory of developmental counseling guidance, which emphasizes the importance of systematic and sustainable services in helping individuals develop

optimally (Gysbers & Henderson, 2019). In terms of character education, Lickona emphasized that character is formed through the integration of moral knowledge, moral feelings, and moral actions. These three perspectives are the basis for understanding how BK-based education management strategies can contribute to shaping the character of student sportsmanship (Lickona, 1991) (Lickona, 1992) (Lickona, 2013).

Based on this description, this study aims to explore and analyze the application of counseling-based education management strategies in shaping the sportsmanship character of Physical Education students at Megarezky University. Theoretically, this research is expected to enrich the study of the integration of education management and counseling guidance in character development. Pragmatically, the results of this research are expected to be a practical reference for lecturers, study program managers, and education practitioners in designing a strategy for fostering sportsmanship character that is more directed, comprehensive, and sustainable.

## **METHOD**

This type of research is qualitative research with a case study approach. This research focuses on the study of *Counseling-Based Education Management Strategies in Shaping the Sportsmanship Character of Physical Education Students at Megarezky University*. The case study approach was chosen because this study seeks to understand in depth the phenomena that occur in real contexts, especially related to how educational management strategies based on counseling guidance (BK) are designed, implemented, and evaluated in shaping the character of student sportsmanship (Hasan et al., 2025; Roosinda et al., 2021).

The research data is in the form of qualitative data related to the process of planning, implementing, and evaluating BK-based education management strategies, as well as changes in attitudes and sportsmanship behavior of Physical Education students. The data was obtained from various sources, namely students, lecturers, and supporting documents for counseling guidance activities.

Data collection techniques are carried out through interviews, observations, and documentation. Interviews were conducted with Physical Education lecturers, academic supervisors, and students involved in counseling guidance activities, both in the form of individual counseling, group counseling, and mentoring activities. This interview aims to explore information about students' experiences, perceptions, and changes in attitudes related to sportsmanship values.

Observation activities were carried out for approximately three months, starting from January 10, 2026, to March 25, 2026, at the Physical Education Study Program of Megarezky University. Observations are carried out to directly observe events related to the implementation of sportsmanship values in physical education activities, such as during sports practice, learning activities in the classroom, and the implementation of counseling guidance programs. Through this observation, researchers can see how students interact, manage emotions, and obey the rules of the game in real situations.

Documentation is carried out by collecting various relevant documents, such as counseling guidance modules, notes of mentoring activities, program implementation reports, photos, and videos of activities related to student sportsmanship character development. This documentation is used as supporting data to strengthen the results of interviews and observations.

The data analysis in this study used an interactive analysis model from Miles, Huberman, and Saldana. Data analysis is carried out through three stages, namely data reduction, data presentation, and a conclusion drawn. At the data reduction stage, the researcher selects and focuses on data that is relevant to BK-based education management strategies and sportsmanship character formation. At the data presentation stage, the researcher compiles the data in the form of a descriptive narrative to facilitate understanding of the patterns and relationships between data. Furthermore, at the conclusion drawing stage, the researcher conducts a critical interpretation and analysis of the research findings using relevant theories of education management, counseling guidance, and character education, and juxtaposes them with the results of previous research.

## **FINDINGS AND DISCUSSION**

### **Findings**

This section presents the results of research findings regarding *Counseling-Based Education Management Strategies in the Formation of Sportsmanship Character of Physical Education Students at Megarezky University*. The findings were obtained through a data collection process involving interviews, observations, and documentation, which were then analyzed in depth using an interactive analysis model. The presentation of the results of this research is focused on three main aspects, namely the BK-based education management strategy, the form of BK activities carried out, and the impact of its implementation on the sportsmanship character of students. To facilitate understanding, the findings are presented in the form of a table that summarizes the relationship between strategies, forms of activities, and the resulting impacts.

**Table 1.** Guidance and Counseling-Based Educational Management Strategy in the Formation of Sportsmanship Character in Physical Education Students

No.	Educational Management Strategy	BK Activities	Impact on Sportsmanship Character
1.	Planning a BK program integrated with physical education learning	Preparation of sportsmanship modules, counseling schedules, and playing ethics guidelines	Students understand the concept of sportsmanship in a more systematic and focused manner.
2.	Organizing BK activities in the learning system	Division of roles between lecturers, counselors, and students in mentoring and counseling activities	Coaching activities are more structured and participatory
3.	Implementation of BK services on an ongoing basis	Individual counseling, group counseling, mentoring, and mental coaching	Students are able to manage emotions, respect opponents, and work together in a team.
4.	Integration of reflective activities in learning	Self-reflection, discussion of experiences, and post-match evaluation	Increasing students' self-awareness of sportsmanship
5.	Evaluation and follow-up of the BK program	Monitoring of attitude development, lecturer feedback, and strategy improvement	There is an increase in the consistency of sporting behavior in sports activities.

*Source: Results of observations, interviews, and research documentation in the Physical Education Study Program, Megarezky University in 2026.*

The results of the study show that the education management strategy based on counseling guidance (BK) at Megarezky University is implemented through systematic stages, ranging from planning, organizing, implementing, to evaluation. At the planning stage, lecturers develop a BK program that is integrated with physical education learning, including sportsmanship modules and play ethics guidelines. This provides a clear direction for students in understanding the values of sportsmanship.

At the implementation stage, BK activities are manifested in various forms, such as individual counseling, group counseling, mentoring, mental coaching, and self-reflection. Based on the results of the interviews, students felt that the activity helped them better understand the importance of sportsmanship. They not only learn in theory, but are also able to reflect on real experiences experienced during sports activities.

The results of the observation showed that there was a significant change in student behavior. Students become more disciplined in following the rules of the game, more respect the referee's decisions, and are able to work together with teammates. In addition, students' ability to manage emotions when facing competitive situations has also increased.

This finding is strengthened by documentation data showing that BK activities are carried out in a structured and sustainable manner. Students were seen active in participating in mentoring sessions, group counseling, and self-reflection. The documentation also shows that there is an evaluation process that is carried out periodically to monitor the development of student character.

Overall, the results of this study confirm that educational management strategies based on counseling guidance have a positive impact on the formation of student sportsmanship character. Students not only understand the value of sportsmanship cognitively, but are also able to implement it in real behaviors, such as being fair, respecting opponents, working together in a team, and controlling emotions during sports activities.

### **Discussion**

The results of this study show that the implementation of educational management strategies based on counseling guidance (BK) has a significant role in the formation of the sportsmanship character of Physical Education students. Based on interview data, the majority of students admitted that BK activities helped them understand the values of sportsmanship, respect their opponents, respect the rules of the game, and manage emotions when competing. Six weeks of field observations also corroborated these findings, where students showed noticeable changes in behavior: more adherence to the rules, more active teamwork, and more aware of applying the principles of fair play. Documentation in the form of BK modules, activity notes, and video recordings of mentoring sessions and group counseling emphasized that the integration of BK activities with education management provides a clear structure for students to systematically internalize the value of sportsmanship.

These empirical findings are in line with the foundations of Fathurrohman (2018) regarding education management that emphasizes systematic planning, organizing, implementing, and evaluation (Ansori et al., 2023), as well as with Corey (2017), counseling guidance that emphasizes targeted and sustainable interventions to support the development of individual potential (Dewi et al., 2024) (Vealey et al., 2018a); (Vealey et al., 2018b) The integration of education management strategies and BK has been proven to be able to connect theory and practice, so that students not only develop physically, but also build consistent, reflective, and ethical character. This reinforces the idea that character development, especially sportsmanship, requires a holistic approach that includes cognitive, affective, and psychomotor aspects (Rizki et al., 2024; Vealey, 2007).

In summary, these findings show that BK-based education management strategies are not just a method of academic assistance or physical exercise, but an integrated character learning mechanism. Counseling, mentoring, and self-reflection activities are not only a medium to solve individual problems, but also a space for students to internalize the values of sportsmanship in their daily social interactions (Ikbal & Nurjannah, 2017). In other words, BK serves as a bridge that connects sportsmanship theory with real practice on the field, so that students are able to consistently apply playing ethics, teamwork, and emotional control.

These findings are also in line with previous research. Aristianti and Pratama (2024) emphasized that guidance and counseling are able to shape the character of athletes through increasing emotional support, social skills, self-discipline, and ethics, so that athletes' achievements and integrity can develop comprehensively (Aristianti & Pratama, 2024). Meanwhile, Lasatama and Aningtyas (2025) emphasized the effectiveness of traditional games such as gobak sodor in BK services to instill the value of cooperation, discipline, and sportsmanship in students, while strengthening social interaction (Lasatama & Aningtyas, 2025). These findings strengthen the evidence that the integration of education management and BK is a strategy that has been proven effective in building sportsmanship, ethical, and social character in students.

From a theoretical perspective, this study expands the understanding of how BK can be integrated into education management as a strategic means for character development (Akhyar, 2023; Zulfa et al., 2025). The scientific implication is that there is an integrative model that links educational planning, counseling interventions, and continuous evaluation in shaping the value of sportsmanship comprehensively. This model emphasizes that character building is not enough through physical exercise or theoretical learning alone, but rather requires a participatory, reflective, and contextual approach, which is able to foster students' ethical and social awareness in a sustainable manner. BK-based education management strategies are not only practically relevant in the context of Physical Education, but also make a scientific contribution to the development of character education models that are holistic, sustainable, and adaptive to social dynamics and the needs of modern students. These findings open the direction of further research to test the application of this model in various other educational contexts, including academic and non-academic education, taking into account cultural, social, and technological factors as supporting or inhibiting variables.

The results of this study reveal that there are various forms of counseling guidance (BK) activities that effectively support the development of sportsmanship character of Physical Education students. Based on interviews, the majority of students stated that mental coaching, individual mentoring, group counseling, and self-reflection provide hands-on experience in understanding and applying the value of sportsmanship. One of the students said that the mentoring session gave him practical direction on how to face the competition with a sportsmanlike attitude, while self-reflection allowed students to assess their own behavior, recognize shortcomings, and formulate improvement strategies. Field observations during sports and BK activities showed that students actively participated in each activity, were able to identify emotions and manage stress, and discussed openly in group counseling to find collective solutions in improving play ethics and teamwork. Documentation in the form of photos, videos, and activity notes further strengthens these findings, showing the regularity of implementation, the use of modules and guidelines for sportsmanship ethics, as well as the active involvement of students in each stage of the activity. Overall, empirical data show that the combination of mental coaching, mentoring, group counseling, and self-reflection forms a system of BK activities that complement each other and are effective in fostering sportsmanship character.

These empirical findings are consistent with the foundation of Corey (2017), who states that counseling guidance plays a role in developing individual potential through a holistic and participatory approach (Dewi et al., 2024). Mental coaching activities prepare positive attitudes, individual mentoring provides practical direction, group counseling strengthens social understanding, and self-reflection fosters personal awareness (Karisma et al., 2025; Manurung et al., 2025; Rahmagustina et al., n.d.). The integration of BK activities is also in line with the principles of education management strategies, which emphasize planning, implementation, and structured evaluation to ensure that each student can internalize the values of sportsmanship as a whole (Ansori et al., 2023; Rizki et al., 2024).

In summary, these findings show that BK is not just an additional service in physical education, but a strategic mechanism that is able to bridge theory and practice in the formation of sportsmanship character. BK activities allow students to experience reflective, participatory, and contextual learning, so that the value of sportsmanship is not only understood theoretically, but also applied in real actions in the field and in social interactions. In other words, BK functions as an integrative medium that connects educational planning, practical experience, and behavioral

evaluation to form ethical, collaborative, and sportsmanlike character.

These findings are in line with previous research. Fadillah et al. (2025) affirm that students' active participation in physical education contributes positively to character building, including sportsmanship, cooperation, and discipline (Fadillah et al., 2025). Likewise, Nuryanti et al. (2025) show that traditional games, such as gobak sodor, engklek, and stilts, are effective as a medium for character learning because they naturally foster cooperation, responsibility, discipline, and empathy, while strengthening students' social interaction and mental resilience (Nuryanti et al., 2025). Thus, the integration of BK with the practical activities of physical education and reflective approaches confirms the consistency between empirical data, theory, and evidence of previous research.

From a theoretical perspective, these findings make a significant contribution to the development of a BK-based student character development model (Rachman et al., 2017; Suhaida & Syarifah, 2019). The implication is that BK activities can be organized as a series of systematic, structured, and holistic interventions combining mental coaching, mentoring, group counseling, and self-reflection to form an overarching value of sportsmanship. This model is not only relevant for Physical Education, but can also be applied in other educational contexts as a participatory, sustainable, and hands-on experience-based character development strategy, thereby creating students who are competent, ethical, and able to consistently apply social values.

The results of this study show that the implementation of educational management strategies based on counseling guidance (BK) has a significant impact on the formation of sportsmanship behavior of Physical Education students. Based on interviews, the majority of students stated that there was a real change in attitude, where they became more aware of the importance of being sportsmanlike, respecting their opponents, obeying the rules of the game, and improving teamwork skills. One of the students revealed that previously he easily felt upset when he lost, but through counseling sessions and self-reflection, he learned to accept defeat with open arms, still respect his colleagues and opponents, and be able to manage his emotions better. The supervisor added that BK allows for more targeted interventions, so that students who previously showed negative behavior can be systematically directed to cultivate sportsmanship values.

Observations over six weeks of sports activities reinforced these findings. Students who previously did not comply with the rules now show compliance with the rules of the game, respect the referee's decision, and actively cooperate with teammates. Social interaction between students

becomes more positive, characterized by support, motivation, and help between colleagues who are experiencing difficulties. Documentation in the form of photos, videos, and activity notes affirms students' active involvement in various forms of BK activities, including individual mentoring, group counseling, and self-reflection. The BK modules and guides used support a conceptual and practical understanding of the principles of fair play and play ethics, so that the internalization of the value of sportsmanship occurs not only in theory, but also through real practice in the field.

The suitability of empirical data with theory becomes clear when looking at the role of BK in developing student character holistically. According to Corey (2017), counseling guidance serves to help individuals develop potential, manage problems, and improve quality of life through systematic interventions (Dewi et al., 2024). The integration of BK in education management strategies, as explained by Fathurrohman (2018) (Ansori et al., 2023), allows the planning, implementation, and evaluation of educational activities to take place in a structured manner so that character formation can occur optimally. In addition, the concept of sportsmanship, which includes cognitive, affective, and psychomotor aspects according to Gould & Carson (2008), seems to be implemented in BK activities, where students understand the value of sportsmanship, appreciate the principle of fair play, and show sportsmanship consistently in sports practice (Rizki et al., 2024).

The synthesis of these findings shows that BK is not just an additional service, but a strategic mechanism that is able to bridge the theoretical and practical aspects of sportsmanship character development. Through BK, students experience a process of self-reflection, mentoring, and social interaction that emphasizes understanding the value of sportsmanship, the application of playing ethics, and strengthening cooperation skills and emotional management. Thus, BK serves as an integrative medium that connects educational planning, practical experience, and behavioral evaluation to form ethical, sportsmanlike, and collaborative characters.

These findings are in line with previous research. Nurlaily (2024) found that BK management at Al Azhar 5 Cirebon Islamic Junior High School is effective in supporting character education through strategic planning, service organization, routine evaluation, and curriculum integration (Nurlaily, 2024), despite obstacles related to officer qualifications and limited resources. Jelita et al. (2024) emphasized that student management at MAN Rejang Lebong through reprimands, coaching, motivation, and sanctions plays an important role in improving student discipline (Jelita et al., 2024), although some still require additional guidance. This conformity strengthens the evidence that the application of BK-based education management can be applied across educational

contexts to form positive character effectively.

From a theoretical perspective, this research makes an important contribution to the development of a BK-based student character development model. The implication is that the BK strategy can be designed as a series of systematic interventions, including mental coaching, individual mentoring, group counseling, and self-reflection, so that students not only master physical skills but also internalize the value of sportsmanship as a whole. This model offers a sustainable, participatory, and practice-based holistic framework, which can be adapted in the context of Physical Education and other education, in order to form competent, ethical, and sportive students in academic and social life.

## **CONCLUSION**

The results of the study show that the systematic application of counseling guidance (BK) strategies has a significant positive impact on the formation of sportsmanship character of Physical Education students. Students become more aware of the importance of sportsmanship, respecting opponents, obeying the rules, and improving their ability to cooperate and manage emotions. BK activities that include mentoring, group counseling, and self-reflection have proven to be effective in fostering self-awareness, conflict management skills, and the application of play ethics in social interactions. Students are able to internalize the value of sportsmanship not only conceptually, but also in real behavior, showing that BK functions as an integrated and sustainable character-building mechanism. The implications of these findings show that the BK strategy can be an important means in physical education to build the character of students as a whole. BK not only acts as an academic support or physical exercise, but also as a medium to instill ethical, collaborative, and sportsmanlike values. With systematic application, BK can be a model of character development that is adaptive, participatory, and sustainable, and can be applied in various other educational contexts that require the development of students' social and moral values. However, this study has some limitations. First, the focus is limited to Physical Education students, so generalization to other study programs or educational contexts needs to be careful. Second, the long-term effectiveness of BK implementation on sportsmanship behavior has not been tested longitudinally, so its effect on consistent character formation still requires further research. Finally, individual variation in response to BK activities can affect outcomes, so personalization and adaptation strategies need to be considered in broader implementation.

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