

## What are the character values contained in martial arts and how are they integrated into Character Education? Literature review

### ¿Cuáles son los valores del carácter contenidos en las artes marciales y cómo se integran en la Educación del Carácter? Revisión bibliográfica

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**Abstract.** Character education is not easy to do in the world of education. Need a good synergy between a series of ongoing learning. Especially with sports specifically taking a role in character education efforts. To achieve physical education by using sports, one part of sports is martial arts. This research departs from the idea that martial arts training provides an opportunity to teach character with the value of traditions and activities contained therein. With different activities and customs from several martial arts and lasting for a long time will form habits (including character values) to behave as designed. The research was conducted using literature review. Data base searching used by Scopus and then analysed with PRISMA Steps. The search was conducted in Scopus using the keywords "value AND education AND in AND martial AND arts", "discipline AND education AND in AND martial AND arts and "the AND value AND of AND discipline AND in AND martial AND arts". After reviewing based on PRISMA steps, 17 relevant articles were obtained. Based on the analysis conducted, there are character values in martial arts (Silat, Tae Kwon do, karate, Judo, Wushu, MMA, Wrestling). Both internalization processes occur through continuous habituation with cultural customs that are unique to each branch of martial arts. The cultivation of character values is also influenced by the quality of the trainers as well as the mastery of character, techniques, and tactics in the martial arts. It is important to note that character education through martial arts is very effective and must be well designed, including in routine activities, ceremonies, exercises, and levels. This process needs to be familiarized and guided by experts who understand cultural techniques and tactics.

**Keywords:** Discipline, character values, character education, martial arts.

**Resumen.** La educación del carácter no es fácil en el mundo de la educación. Se necesita una buena sinergia entre una serie de aprendizajes continuos. Especialmente con los deportes específicamente tomar un papel en los esfuerzos de educación del carácter. Para lograr la educación física mediante el uso de los deportes, una parte de los deportes son las artes marciales. Esta investigación parte de la idea de que el entrenamiento en artes marciales ofrece la oportunidad de enseñar el carácter con el valor de las tradiciones y actividades que contienen. Con diferentes actividades y costumbres de varias artes marciales y duraderas durante mucho tiempo se formarán hábitos (incluidos los valores del carácter) para comportarse según lo diseñado. La investigación se llevó a cabo mediante una revisión bibliográfica. La búsqueda en la base de datos se realizó en Scopus y luego se analizó siguiendo los pasos de PRISMA. La búsqueda se realizó en Scopus utilizando las palabras clave "value AND education AND in AND martial AND arts", "discipline AND education AND in AND martial AND arts and "the AND value AND of AND discipline AND in AND martial AND arts". Tras la revisión basada en los pasos PRISMA, se obtuvieron 17 artículos relevantes. Según el análisis realizado, existen valores de carácter en las artes marciales (Silat, Tae Kwon do, kárate, Judo, Wushu, MMA, Wrestling). Ambos procesos de interiorización se producen a través de la habituación continua a las costumbres culturales propias de cada rama de las artes marciales. En el cultivo de los valores del carácter también influye la calidad de los entrenadores, así como el dominio del carácter, las técnicas y las tácticas de las artes marciales. Es importante señalar que la educación del carácter a través de las artes marciales es muy eficaz y debe estar bien diseñada, incluso en las actividades rutinarias, las ceremonias, los ejercicios y los niveles. Este proceso debe ser familiarizado y guiado por expertos que comprendan las técnicas y tácticas culturales.

**Palabras clave:** Disciplina, valores del carácter, educación del carácter, artes marciales.

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## Introduction

A review conducted by Hayudi et al., (2023) indicates that published evidence on character education interventions through physical education has significantly increased over the past decade. Yildirim & Gürpınar, (2023) also highlight that there are still numerous opportunities to explore and provide further research evidence in this area. Over the last 10 years, the focus of character education through physical education has emphasized values such as responsibility, honesty, cooperation, enthusiasm, and other social character traits (Siti K S et al., 2024). This study demonstrates that using physical education as a medium for

character education has seen rapid development.

The quality of life in a society is determined by many factors, and mainly depends on the preferred model of behaviour. Combat Sports (CS) and Martial Arts have specialized in the area of moral education that can help and build good character and reduce violence in society (Kotarska et al., 2019a). Many publications value the potential of these sports for their ability to improve health, enhance physical and mental wellbeing, reduce violence, and promote good character (Croom, 2014), and increase personal safety (Harwood et al., 2017). Through regular training positively affecting their well-being, personality development, and cognitive and educational functioning (Lam et al., 2013).

As research in the martial art of Taekwondo reveals many benefits such as mental health, martial skills, and addiction prevention have been observed in young people practicing taekwondo (Tadesse, 2016).

A number of studies have been conducted in the area of martial arts benefits and outcomes (Saputra & Riyoko, 2023), which revealed many positive outcomes (Vertonghen & Theeboom, 2013). There are developmental benefits for children practicing martial arts, other studies show self-regulation and engagement in children practicing martial arts. In addition, social interaction behaviours are improved and self-esteem is enhanced (Diamond, 2012). Many researchers continue to find positive effects of practicing martial arts. For example, when you are a member of a martial arts gym, if you do not train, you will not get good results. In addition, the social environment, performance and training styles available at a particular training facility, as well as interaction with members' participation in sporting activities have a significant influence (Vertonghen & Theeboom, 2013).

One of the characters that must be instilled and familiarized in childhood is discipline (Longstreth et al., 2013). With the introduction of discipline from an early age, it is expected that a person's character can be easily formed and followed as the child grows. Parents and teachers play an important role in disciplining their children (Moyo et al., 2014). The problem of indiscipline in schools has attracted the attention of many people around the world. Lack of student discipline is a serious and widespread problem that affects students' education. In sports practice a disciplined attitude can help coaches improve the quality of athletes (Denison et al., 2017). A good discipline policy not only allows children's services to develop processes that promote social and academic success, but also allows professional children to identify values that are meaningful and important to support children's social relationships (Longstreth et al., 2013).

Character education integrated with physical education has been appropriately carried out (Apriani et al., 2023; Marini et al., 2021). Therefore, in line with previous opinions, physical education is part of the media to educate character, so it can be stated that physical education is for character (Juni Samodra et al., 2024; Suryadi, Nasrulloh, Yanti, et al., 2024; Tantri et al., 2023). Physical education is not just physical education for physical education. Furthermore, definitively physical education is an educational process through physical activity so that students improve perceptual, cognitive, emotional abilities in a series of education systems (Putri et al., 2023).

Self-control behaviours develop during childhood and adolescence (Mashud et al., 2024). It is important to remember that self-regulation can continue to improve throughout adulthood. This can be done by creating a world of skills or through learning processes that enhance the ability to perform better. A combination of strategies such as cognitive behavioural therapy and self-regulation can offer the potential for positive behaviour change. Three

requirements for adults to achieve effective behaviour change. People must be willing to change, have access to technological change, and believe that their efforts will lead to behaviour change. Even behaviour change will only occur if there is sufficient practice to make the behaviour associated with the desired behaviour (Hutteman et al., 2014).

Many studies to date support the hypothesis that certain types of martial arts lead to the development of foundational skills for positive behaviour change, including self-control, which is considered self-regulation (Nakonechnyi & Galan, 2017). However, it is currently unclear whether the experience of practicing martial arts individually or collectively matters in this regard. Current practices describing martial arts fail to truly identify what students are expected to do. For example, the traditional/modern dichotomy used is insufficient to describe the formations in his study, and there needs to be an additional list of formations to determine the interventions used (Sandford & Gill, 2019). Identifying the components or characteristics of martial arts training can be used in isolation to categorize student experiences or interpret related strategies forming the basis for future research. This identification ensures that the martial arts used in related services are clearly understood and reproducible by others. It is important to explore different martial arts training methods to find components that are integrated in the approach.

Sport has an underlying philosophy that may be particularly suitable for the acquisition of life skills based on the values of efficiency, patience and control (Hings et al., 2020; Juni Samodra et al., 2024; Suryadi, Nasrulloh, Haryanto, et al., 2024). Martial arts are widely practiced around the world and are used to achieve many educational, recreational, and therapeutic goals (Islam et al., 2024; Samodra et al., 2023; Sudirman et al., 2024; Suryadi et al., 2022; Theeboom, 2012). However, debate continues about the effects of martial arts on personal well-being and health, as both positive and negative outcomes are associated with participation. Issues such as increased violence between participants and risk of injury are of major concern (Andrade et al., 2020). One way to better understand how martial arts can be effective and reduce the likelihood of participants engaging in negative behaviours is to create ways participants can learn about life values through sport participation. This researcher could produce evidence of what life skills are learned, how they are learned, and how they transfer to other areas, this would show how martial arts skills are learned to produce values outcomes that are used in life.

The martial art chosen in this study is selected for its inherent character values. One of the crucial aspects of martial arts is the development of morality for oneself and others (Schiff et al., 2021). While existing research highlights the moral benefits of martial arts, this study brings novelty by specifically examining how the martial arts training process impacts children's character development. This research aims to provide valuable insights into the practice, delivery, and implementation of martial arts training, which

can be instrumental for educators and trainers. The objectives of the study are twofold: First, to systematically inventory the character values embedded in various martial arts. Second, to explore and understand the process and outcomes of how these values have been internalized by practitioners. By focusing on these aspects, this study contributes new knowledge to the field, offering a more detailed understanding of the role martial arts can play in character education and development.

## Method

### Search Strategy

A search was conducted in SCOPUS with several keywords "value AND education AND in AND martial AND arts" obtained 109 articles. Furthermore, 22 articles were sorted based on relevant abstracts. The search with "discipline AND education AND in AND martial AND arts" found 58 articles sorted based on the abstract of 2 articles. Finally, a search with the keywords "the AND value AND of AND discipline AND in AND martial AND arts" found 112 articles selected based on the abstract left 34 articles. The search was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. In addition, PRISMA emphasizes review reports that evaluate randomized trials which can also be used as a basis in reporting systematic reviews for other types of research (Mohamed Shaffril et al., 2019).

### Exclusion Criteria

The exclusion criteria used were as follows: (1) Articles that were not published in journals indexed in Scopus and SJR (2) Articles in languages other than English, (3) Articles that did not explicitly mention character education in martial arts.

### Procedure

Initially, 279 publications were identified through data-

base searches on Scopus. After applying the exclusion criteria, only 17 articles were retained. The majority of publications were excluded because they did not focus on character education in martial arts. All articles were extracted from the source and analyzed using Mendeley software to eliminate duplicates. Additional details are provided in Figure 1.

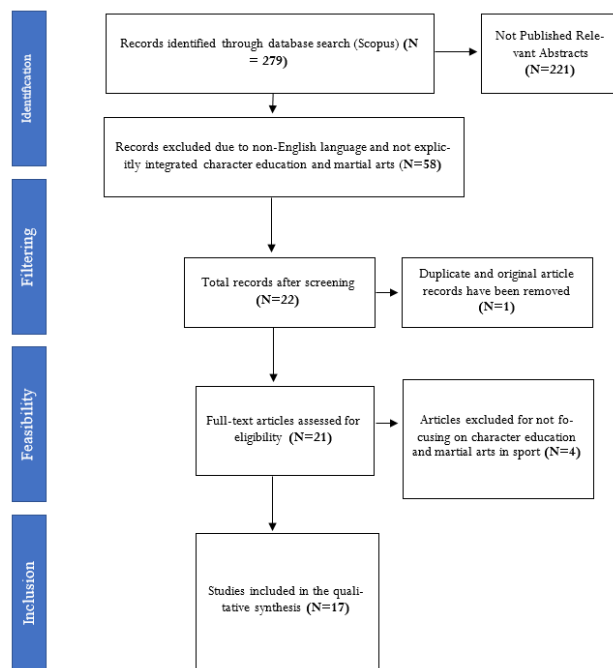


Figure 1. PRISMA chart

## Result

The search results obtained 17 articles which are attached in table 1. This research discusses what is the character content in martial arts and how it is internalized in character education. In this study, the country category is not displayed, because all articles focus globally on character content in martial arts.

Table 1. Search results

No.	Author and title	subject	Design and intervention	conclusion
1	(Lakes & Hoyt, 2004)	207 kindergarten students.	Experiment Divided into Tae kwon do group and regular physical education group for 3 months	By doing martial arts training (tae kwon do) is effective for educating self-regulation in the areas of cognitive self-regulation, affective self-regulation, prosocial behavior, classroom behavior, and performance on mental math tests. And boys performed better than girls.
2	(Tejero-González et al., 2011)	102 students 45 male and 47 female	One experimental group pre-test and post test, one week at a time for 4 months.	With martial arts, it turns out that it builds peaceful behavior and a culture of non-violence, so martial arts is suitable to be included in the content of physical education.
3	Martial arts in the opinions of students at the Faculty of Physical Education (Jagiello & Dornowski, 2011)	225 physical education students. 75% have been active in sports	survey	Martial arts in the implementation of training is always on time both starting and ending (the embodiment of discipline). And has values in martial arts. So it is appropriate to be included in physical education for children and adolescents (SD-SMA).
4	Anthropological analysis of taekwondo - New methodological approach [Anthropološka analiza taekwondoa - Novi metodološki pristup] (Čular et al., 2013)	242 instructors from 6 continents 69 countries	survey	How the athlete's psychology will be affected by the maturity and quality of the instructor (Tae Kwon Do).
5	Philosophies of martial arts and their pedagogical consequences	Traditional paths and ethical codes of martial arts (such as Japanese	Review of theoretical concepts	Martial arts provides discipline, morals, and other values that are important to internalize in the education process.

	(Cynarski & Lee-Barron, 2014)	Bushido)		
6	<u>Structural features of mental health of athletes engaged in applied martial arts (Eganov et al., 2016)</u>	<u>University wrestling athlete</u>	<u>Quantitative</u>	<u>Compared to non-athletes the mental health of male wrestling athletes is better in terms of self-confidence, balancing emotions, mental processes; mental state improvement, willingness to learn</u>
7	Sustaining the Indonesian martial art (Pencak silat) and culture for good character building: A systemic analysis (Ediyono, 2016)	Pencak silat	Reflective hermeneutic	The values contained in pencak silat (Indonesia) are responsibility, strength, and resilience.
8	Effects of competitive martial arts on first-year students' psychophysiological potential (Saveliev & Sidorenko, 2017)	Male first-year students	Experiment. The first group with karate and judo learning and the second group with physical education. Pre test at the beginning of the semester post test at the end of the semester	Martial arts (karate and judo) improve self-confidence, well being, mood, and reduce anxiety.
9	Social reception and understanding of combat sports and martial arts by both school students and adults (Kusnierz et al., 2017)	N=192 people N1 = 65 (30 boys and 35 girls), N2 = 67 (30 boys and 37 girls), and N3 = 60 (30 women and 30 men). mean age N1 = 14.5; N2 = 17.4; N3 = 34.2.	diagnostic survey method	Martial arts teaches self-discipline, spiritual development, lowers aggression,
10	The benefits of taekwondo training for undergraduate students: A phenomenological study (Petrovic, 2017)	10 individuals (students)	Qualitative methodology, phenomenology	Taekwondo art, philosophy and sport principles relates to the following: courage, determination, integrity, perseverance, respect (for one's self and for others), and self-control The practice of taekwondo does not relieve stress but is more about understanding how to cope with stress.
11	The role of karate in preparing boys for school education (Pavlova et al., 2018)	preschool boys (n=71).	Experiment, 33 children in karate program and 37 control group received physical education.	Better discipline, higher mentality and improved school readiness more fully.
12	Education in moral values of JUDO school students (Kozdras, 2019)	16 girls and 14 boys in the age range from 12-16 years. with an average training of 5 years.	Qualitative, with observations and interviews	The values contained in Judo training that can be internalized for education include responsibility, rationality, truthfulness, gentleness, patience, persistence, humility, courage, bravery, kindness, usefulness, etc.
13	Intensity of health behaviors in people who practice combat sports and martial arts (Kotarska et al., 2019b)	441 men and women	Survey with Inventory Questionnaire	The most positive mental attitude behavior is good in the sport of MMA. The more high-intensity training the better
14	Perception of health by combat sports athletes (Görner et al., 2019)	101 people practiced judo and 122 karate. The age range was 20.8 years and in the karate group 32.9 years.	Descriptive. Survey with questionnaire	Psychologically, people who practice judo feel that they have a good mood and personal inner peace.
15	Kick start-martial arts as a non-traditional school sport: an Australian case study of Taekwondo for Years 7-12 students (Akehurst et al., 2019)	Year 7-12 students at an elite private school in Melbourne	Qualitative case study	In the analysis, several characters such as confidence, discipline, respect were found that can be used in education.
16	Education to bravery - contemporary understanding and comparing bravery among adepts of selected martial arts (Kozdras, 2022)	59 male and 29 female coaches with at least 12 years of judo, aikido and karate experience, with an average age of 22.	Survey with questionnaire	Sports such as judo, aikido, karate are slightly different, but these sports can be used to educate courage.
17	(Nolte & Roux, 2023)	6 sports managers, 7 judo coaches and 4 professional athletes.	Descriptive survey Covid period research, conducted online interviews	development of moral values, physical attributes, cognitive and psychomotor skills, and the philosophy of teamwork and togetherness. Specifically, the study of character is responsibility, leadership

There are 17 research results that are included in the criteria. Of these 17 consist of judo, taekwondo, karate, pencak silat, wrestling, Wushu. Research that explicitly reveals character values in martial arts sports are discipline and morale (Cynarski & Lee-Barron, 2014), responsibility, strong, resilient personality (Ediyono, 2016) courage, determination, integrity, perseverance, respect (for oneself and for others), and self-control (Petrovic, 2017), responsibility, rationality, truthfulness, gentleness, patience, persistence, humility, courage, bravery, kindness, helpfulness, and trustworthiness (Kozdras, 2019). Requirements, Sincere, Smart, strong, sharp,

Solidarity, compacted, Introspective, reflective, Diligent, sincere, clean, Compacted, solidarity, Prosperous, rich, fair, base on opening martial art: Patient, clean, cool, Brave, self esteem, Religious, togetherness, Smart, clean, good attitude, Ready, careful, brave, Clean, selective, affluent, prosperous, based on Martial Teachers'; Democratic, Sincere, Careful, cautious, Opened, Respectful, Self confident, love, respectful, Loyal, committed, Responsible, Esteem, accolade (Sarbaitnil & Firdaus, 2019).

Based on the literature review, and surveys, the result is that martial arts has the value of discipline with examples

of starting and ending training (Jagiełło & Dornowski, 2011), athletes will be psychologically influenced by the maturity and experience of the coach (Cular et al., 2013), the value of discipline, morals, and values (Cynarski & Lee-Barron, 2014), responsibility, strong, resilient personalities in pencak silat (Ediyono, 2016). Martial arts teaches self-discipline, spiritual development, lowers aggression (Kusnierz et al., 2017), builds self-confidence, mental discipline, and physical strength as well as for self-defense (Ko et al., 2018). In addition, judo values that can be internalized include responsibility, rationality, truth, gentleness, patience, persistence, humility, courage, bravery, kindness, usefulness (Kozdras, 2019), positive mental attitude (Görner et al., 2019; Kotarska et al., 2019b). Good mood and inner peace; self-confidence, discipline, respect in tae kwon do (Akehurst et al., 2019), judo, aikido, karate on courage (Kozdras, 2022), responsibility and leadership (Nolte & Roux, 2023).

Based on experiments; tae kwo do is effective for affective education, and is more effective with male students (Lakes & Hoyt, 2004), effect on peaceful behavior and avoidance of violence (Tejero-González et al., 2011), (karate and judo) increase self-confidence, well being, mood, and decrease anxiety (Saveliev & Sidorenko, 2017). Tae kwondo training does not relieve stress but is more about understanding how to cope with stress (Petrovic, 2017), better discipline and mentality (Pavlova et al., 2018).

## Discussion

There are many character values contained in martial arts, based on 17 reviews that have been conducted. These values will then become good and internalize if they are well designed and taught.

This character value study is similar to the Japanese martial arts that have cultural values of shinto tradition, zen culture, and confucianism (Anderson, 2012). This is a religious value and cultural value, so that the customs carried out from entering the training ground until completion are regulated. One piece of research evidence that judo training makes people fitter, stronger, and more disciplined (Behrendt, 2001). Judo also has humanist character values to develop personality (Gutiérrez García (Gutiérrez García & Pérez Gutiérrez, 2008, 2012). Furthermore, the values extracted from other Indonesian martial arts from pencak silat include religion, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the country, respect for achievement, friendly/communicative, peace-loving, fond of reading, environmental care, social care, and responsibility (E.W et al., 2020). Pencak Silat training, which is carried out regularly every morning from 6-8, results in an increase in religious and national insights (Nasrullah et al., 2023). Tae kwon do at least improves teamwork and character development (ZHAO, 2023). In martial arts (Tae Kwon do) is made leveled as a way to level education, in the exercises

performed will be adapted and can be adopted in everyday life (Johnson, 2017).

The results of the study are in line with research on combat sports and martial arts that have very significant educational potential, associated with several desirable values that provide positive health behaviour patterns (Kotarska et al., 2019b). Combat sports and martial arts appear to have particular educational value as they often focus not only on defeating an opponent, but also on character building and maintenance of physical health (Cynarski et al., 2018). Combat sports and martial arts have particular educational value as the focus is not only on fighting an opponent, but also on self-safety, physical maintenance, self-security, and self-defence (Shishida et al., 2017). People who exercise regularly will always pay attention to proper nutrition, avoiding stimulants, regular rest and selection of activities according to their needs (Delisle et al., 2010). Other research confirms that healthy behaviour depends on the practice of Combat Sport and Martial Arts. A detailed analysis of all health groups in the sports group showed that the highest numerical values were obtained for positive mental attitude (Kotarska et al., 2019b).

Related research that Taekwondo can influence cognitive, affective and physical self-regulation as students advance to higher ranks. We found Taekwondo as an individual sport can be associated with self-regulation (Howard et al., 2018). The vital life skills that are part of the martial arts trio construct can contribute to learning, health, and wellbeing including students' mental health (Kim et al., 2016). Traditional Taekwondo provides benefits to students, including self-confidence, leadership skills, discipline, self-discipline, self-motivation, respect, and fitness. Further benefits are a sense of accomplishment with the Belt system, self-defense, and good behavior. A new phenomenon noted was leadership regardless of age and Taekwondo as a non-traditional indoor sport, including students unfamiliar with or detached from traditional team sports. This study suggests traditional Taekwondo can promote self-regulation in education and may open the door for more variety in gym class along with future movement assessment for lifelong goals. These vital life skills can contribute to students' learning, health and well-being. Positive school experiences with Taekwondo can provide a 'head start' for the inclusion of martial arts (Akehurst et al., 2019).

Another example is Pencak Silat, an Indonesian martial art that teaches noble character values including children. Sports participation in children involves developing discipline, respect, strength, physical activity, coordination, agility, balance and flexibility. Discipline is an important part of martial arts (Barczyński & Kalina, 2015). Asian martial arts can be seen as a combination of ethics and culture, and this connection is achieved through training rather than ideology (Svitych, 2021). Pencak Silat is a martial arts sport native to Indonesia, and it has also developed discipline in its followers, including children. Martial arts sports participated in childhood will participate in developing discipline,

respect, strength, muscular endurance, coordination, agility, balance, and flexibility. Because basically the main aspect of martial arts is discipline (Barczyński & Kalina, 2015). Therefore, martial arts actually help teach self-discipline and socialization skills in various forms. Although martial arts is not the only solution to all children's problems, it does provide them with a solid foundation for developing character, as one of the keys to success is a person of positive character. For example, in Pencak Silat, there are rules that govern every activity that will be carried out, such as the rules for starting training with prayer, dressing Pencak Silat, and closing training with prayer. These rules make children recognize and get used to the discipline of Pencak Silat activities. Pencak Silat is a sport that emphasizes the noble values of life (Hasanah et al., 2021). By instilling character values, students should be able to behave at school and in society according to existing rules, and disciplined students will improve the teaching and learning process at school through learning the attitude of school discipline and self-discipline (Sun, 2015).

When teaching self-defences to children, it is important not to abandon the pattern of play, such as in the form of: stories, gymnastics, imitating movements and songs, creating an atmosphere of training is always cheerful, and happy, so that children become happy and enjoy it, and should not be introduced to the concept of enemies then movements should not lead to violence, and if correcting student movements should not be too restrictive so as not to kill children's creativity. (Cheung, 2017). In early school education, children's daily practices mostly revolve around order and discipline. Discipline is a method that is taught with the aim of instilling moral behaviour that is approved by the group. So that adults teach children about moral behaviours in the hope that children know which actions are good and bad behaviour, right or wrong, behave in accordance with the norms that exist in the group.

### *Internalization of character in physical education learning*

Physical education learning has the content of developing character values that can improve student character. (Brunsdon, 2023; Gandasari, 2023; Kamaruddin et al., 2023; Raharjo et al., 2023). Furthermore, reflective and critical steps are needed to carry out character education through physical education. (Ma, 2021; Suherman et al., 2019). The implication of this is that physical education for the purpose of character education must be designed. Character education in students will be achieved if it is well designed (Saputro, 2023; Suherman et al., 2019). One of them is with several steps suggested by the acronym INTEGRATED; Introduction, Narrative, Test/Pre-test, Education, Growth, Repetition, Action and Analysis, Training, Evaluation, and Doing (Muhtar et al., 2020). The school environment is the closest environment to children after the home environment, besides that the school environment is an environment that contributes to instilling discipline in children. The school environment is also an example of an

environment that teaches and introduces disciplinary habits to children. The introduction of children's discipline in the school environment is inseparable from the role of a teacher who has the same role, namely introducing and getting used to children to obey or in accordance with the rules in accordance with the rules at school. As the task of a teacher can also train and always remind children to follow or agree on every rule they will carry out. Through the introduction of this expected discipline, one's personality can be easily formed and attached until the child grows up.

It is considered important for teachers to develop interpersonal skills and clarity of articulation and behavioural examples in order to be convincing from the educator's side in conducting the character education process through physical education (Cho et al., 2022; Putri et al., 2023), by embedding positive psychological content (Wu et al., 2023). In the context of physical education and character, traditional games are also effective in improving the character of gotong royong (mutual cooperation). (Satriawan et al., 2023), tolerance, respect, openness, and caring and cooperation (Kogoya et al., 2023). The values of teamwork, leadership, determination, and sportsmanship are suitable to be developed through a learning model or sports education curriculum (Bisa, 2023). This value will be very relevant to be given in the realm of education or in training places. Just like the rules applied at school that require children to do everything to start and end with prayer, this is also the same as what parents apply to familiarize children to pray both after and before doing activities. Behaviour that looks simply, but parents and teachers must continue to accustom their children to carry out these rules, so that it will become commonplace and become a habit for children. For example, discipline rules applied to children must form an agreement between home and school, so that the rules that have been applied must be consistent and well organized so that they become clear guidelines for children to behave (Mokiy, 2021). This requires cooperation between the school and parents (Bryant & Wilson, 2020).

### **Conclusions**

The findings indicate that martial arts such as Pencak Silat, Taekwondo, Karate, Judo, Wrestling, Wushu, and MMA embody noble character values that can be effectively internalized by students. Martial arts play a significant role in fostering peaceful behavior and promoting a non-violent culture, making them highly suitable for inclusion in physical education curricula for children and youth. The discipline inherent in martial arts-such as punctuality and adherence to training schedules-along with the moral values imparted, makes martial arts particularly relevant in the educational context. Key values like responsibility, resilience, strength, and self-control are crucial for students to internalize. The psychological well-being of athletes, especially those involved in wrestling and

Taekwondo, benefits from enhanced self-confidence, emotional balance, and stress management. The instructor's maturity and quality are also critical in maximizing the psychological advantages gained from martial arts training. Martial arts such as Judo, Karate, and Aikido effectively teach values like courage, respect, humility, and patience, which are integral to Character Education. High-intensity martial arts training, particularly in sports like MMA, promotes positive mental attitudes, better discipline, and increased readiness for school.

The process of performing repetitive movements to achieve movement efficiency with various levels of challenge is a key component of both physical and mental education. This approach is intentionally designed to engage learners in physical struggles, instill obedience, perseverance, endurance, persistence, and respect for training and its outcomes. Character values are internalized based on the emphasis placed, whether through physical education using martial arts or through dedicated martial arts training. Future researchers are encouraged to incorporate additional keywords and databases such as ERIC, EBSCO (SPORT Discus, and Psychology & Behavioral Sciences Collection), and others when searching for relevant articles. Further global research, including literature reviews or mapping studies (bibliometrics and scientometrics), is needed to explore the impact of character education and martial arts.

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