

Integrating citizenship education into secondary school physical education lessons in Indonesia: an approach to reducing character degradation

Integración de la educación para la ciudadanía en las clases de educación física de secundaria en Indonesia: un enfoque para reducir la degradación del carácter

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Abstract. The study seeks to examine the incorporation of citizenship education into Physical Education (PE) classes in Indonesia to mitigate character degradation. Employing the systematic literature review methodology, the study collected data by searching from Google Scholar, specifically focusing on journal articles indexed in the Scopus databases. In addition, the articles must be published between 2019 and 2024. The keywords were specified as the following: "Integration AND Civic Education AND Character AND Physical Education AND Junior High School AND Indonesia". The PRISMA technique was used during the article identification process. The study found 13 articles that aligned with the theme and met the inclusion criteria. The results indicated that incorporating civic education into physical education (PE) at Junior High School (SMP) in Indonesia successfully mitigated student character degradation. Some principles that contribute to this mitigation and helped students cultivate stronger characters were tolerance, collaboration, and responsibility. This integration facilitates the construction of a comprehensive educational curriculum that encompasses not only physical components but also the cultivation of character and civic values. As a result, it contributes to the building of a morally upright and ethically conscious generation of students.

Keywords: Integration, Civic Education, Character, Physical Education, Junior High School

Resumen. El estudio pretende examinar la incorporación de la educación para la ciudadanía en las clases de Educación Física (EF) en Indonesia con el objetivo de mitigar el deterioro del carácter. Este estudio emplea la metodología de revisión sistemática de la literatura. Los datos se recopilaban mediante la búsqueda utilizando Google Scholar, centrándose específicamente en los artículos indexados en las bases de datos Scopus que se publicaron entre 2019 y 2024. La palabra clave especificada es «Integration AND Civic Education AND Character AND Physical Education AND Junior High School AND Indonesia». Además, durante varias etapas del proceso de identificación, se eligieron 13 artículos que se alinearon con el tema y cumplieron con los criterios de inclusión. Esta investigación se adhiere a la técnica PRISMA para la operacionalización estándar. Las conclusiones del estudio indican que la incorporación de la educación cívica a las sesiones de educación física en las escuelas secundarias primarias (SMP) de Indonesia puede ser un método eficaz para mitigar el deterioro del carácter de los alumnos. Al incorporar principios de nacionalidad y carácter en la educación física, como la tolerancia, la colaboración y la responsabilidad, los alumnos pueden cultivar un carácter más fuerte y mitigar la probabilidad de deterioro del carácter. Esta integración facilita la construcción de un currículo educativo integral que abarca no sólo componentes físicos sino también el cultivo del carácter y los valores cívicos. Como resultado, contribuye a la construcción de una generación de estudiantes moralmente íntegros y éticamente conscientes.

Palabras clave: Integración, educación cívica, carácter, educación física, escuela secundaria de primer ciclo

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Introduction

Citizenship Education (CE) is the process of equipping students with the knowledge, skills, values, and attitudes necessary to become informed and responsible citizens. The main objective is to instill a deep affection for the country and one's place of origin while highlighting the significance of developing one's character from a young age (Saputra, 2022). It can be embedded in schools as early as possible, such as primary school (SD), allowing students to cultivate characters and ethical principles (Dewi et al., 2021). In addition to that, it can be continued in Junior High School (SMP) by integrating, for example, Citizenship Education into Physical Education (PE). According to Safitri et al. (2021), citizenship education fosters the growth of stu-

dents' citizenship skills, values, and ethical principles. Citizenship education also plays a crucial role in addressing bullying issues (Pratiwi et al., 2021). Therefore, incorporating citizenship education within SMP physical education can enhance the development of character traits that promote the acquisition of skills related to nationality, values, and morality.

Following the broader discussion on integrating Citizenship Education (CE) across different educational levels, research has also demonstrated that CE can be effectively embedded into various school subjects, further enhancing students' character development and values. One example is the incorporation of CE into Islamic education. Scholars argue that this combination is crucial for allowing students cultivating national character on the one hand and religious character on the other hand (Azzahra & Prasetyo, 2022).

This integration is thought to generate students with favorable principles that enhance society (Syamsuriyanti & Padipa, 2023). Hence, the significance of citizenship education in shaping the moral character of young citizens for the advancement of the nation cannot be disregarded. Incorporating Islamic religious education and character literacy is seen crucial for fostering the growth of pupils who possess commendable values and actively contribute to the improvement of society.

Another example has been shown by Subekti et al. (2024) that combines CE with PE. In this context, the research incorporated social values in PE, such as collaboration, inclusivity, fairness, acceptance, reverence, and accountability (Subekti et al., 2024). This integration has the potential to enhance children's physicality (Subekti et al., 2024). PE, which encompasses sports and health, aims to foster physical fitness, social aptitude, analytical reasoning, emotional resilience, and personal ethical conduct through physical activity and exercise (Septiana et al., 2021). Therefore, PE incorporates social values such as cooperation, openness, equality, tolerance, respect, and responsibility. Its objective is to enhance physical fitness, social skills, critical thinking, emotional stability, and moral behavior through physical activity.

To maximize the benefits of integrating CE into PE, it is essential to focus on effective management and instructional strategies in PE. Efficient allocation of PE time is crucial for improving a student's fitness level. Augmenting the frequency of physical education classes can effectively tackle the issues linked to insufficient physical activity and diminished physical fitness among students (Setyawan & Gani, 2023). In addition, adaptive PE strategies implemented in inclusive schools is expected cater to children with varied characteristics, including those with special needs, to ensure that PE is accessible to all students (Fridayati et al., 2022). Cooperative learning strategies, such as Numbered Heads Together, have been utilized to enhance student motivation and performance in physical education (Ilahi et al., 2020). Furthermore, it is crucial to conduct a PE assessment that aligns with the 2013 curriculum in secondary schools in order to guarantee the implementation of efficient teaching and learning methods in physical education, sports, and health (Fadila et al., 2021). Creating electronic modules for physical education subjects, specifically focusing on healthy lifestyles, has the potential to enhance the educational experience of high school pupils (Gumara & Wahyuri, 2022). The advantages of engaging in physical activity for student fitness have been extensively recorded, underscoring the significance of consistent participation in physical education sessions (Marlissa & Lima, 2022). Furthermore, fostering the development of integrity and moral character among physical education students is crucial for their future responsibilities as educators (Prayoga et al., 2024). Therefore, proper management of PE time allocation is crucial for maintaining student fitness. Additionally, implementing strategies in adaptive PE management and utilizing a cooperative learning model are necessary, as they

have been shown to enhance accessibility and boost student motivation and achievement in PE.

As argued earlier, incorporating citizenship education into the secondary school curriculum is essential for shaping students' character and inculcating moral principles (Fikri, 2022). By including Citizenship Education (CE) into the curriculum, the classrooms focus can shift from being predominantly informative to being inclusive, promoting a more holistic approach to education (Annisa & Dewi, 2024). This integration encompasses not only the transfer of knowledge but also the process of reflective study, ensuring a more profound comprehension of the principles and obligations of citizenship (Putri & Dewi, 2023). This integration not only cultivates a feeling of national identification and accountability but also enhances the holistic growth of students as conscientious citizens. In particular, by integrating CE with PE, schools can establish a comprehensive learning environment that fosters both physical health and ethical development of children.

While integrating citizenship education into PE presents significant benefits for holistic student development, examining the existing research on PE reveals a notable gap in this specific area of study. Indeed, research on human movement has touched on many areas. For example, some popular studies investigated the achievement of physical education learning outcomes (Martono et al., 2024; Komari et al., 2024a; Komari et al., 2024b; Septiantoko et al., 2024; Suyato et al., 2024; Widiyanto et al., 2024; Putro et al., 2024), motor development (Susanto et al., 2024; Susanto et al., 2024). Other studies examined specific areas of PE or sports, such as health and fitness sports (Widiyanto et al., 2024a; Widiyanto et al., 2024b; Syaokani et al., 2024; Pranoto, et al., 2024; Astuti et al., 2024; Wayoi et al., 2024; Akhmad et al., 2024), law and sports (Ardiyanto et al., 2024; HB et al., 2024a; HB et al., 2024b), (HB, Ardiyanto, Setyawan, et al., 2024b), sports communication (Charlina et al., 2024), active lifestyle with exercise (Tafari et al., 2024a), interval training and physiological (Latino et al., 2024a), circuit training programme (Tafari et al., 2024b; Tafari et al., 2024c; Latino et al., 2024b; Latino et al., 2024c), injury risk on sports (Anam et al., 2024a; Fahrosi et al., 2024), endurance training and physiological (Latino et al., 2024c), therapeutic sports (Zanada et al., 2024), movement skills (Susanto et al., 2023; Anam et al., 2024b; Pranoto et al., 2024), and sports training and performance (Kurniawan et al., 2024; Susanto et al., 2024), curriculum and management of physical education learning (Mardiyah et al., 2024a; Yani et al., 2024; Mardiyah et al., 2024b), and the management of sports education and archery (Hamsyah et al., 2024; Mulyanti et al., 2024; Setyawan et al., 2024a; Setyawan et al., 2024b; Destriani et al., 2024).

However, there is a noticeable gap in scholarly research concerning the integration of citizenship education into PE classes at secondary schools in Indonesia, particularly as a strategy to address the erosion of moral values. This gap

may impede comprehension of the most efficacious methods to mitigate the degradation of the character of early adolescents, specifically those aged 13-15, who are transitioning into junior high school. Hence, doing research on the incorporation of citizenship education into primary education classes in Indonesia is crucial in order to mitigate such degradation. This objective can be achieved through a comprehensive literature study.

Material & Methods

This study used the systematic literature review method

Table 1. Inclusion and Exclusion Criterion

Criterion	Inclusion	Exclusion
Period	Journal published in 2019 - 2024	Journal published outside 2019 - 2024
Indexed	Scopus-indexed international journals	International journals not indexed in Scopus
Access	Open access	Close access (subscription only)
Language	English language journals	Non-English language journals
Article Type	Original research article	Review, conference proceeding, book, book chapter, book series, editorial, etc
Full Text	Articles matched the research scope/topic	Articles did not match the research scope/topic
Topic of Discussion	Content of articles relevant to the topic of incorporation of citizenship education into Physical Education (PE) classes in Indonesia to mitigate character degradation.	The content of the article is not relevant to the topic of the incorporation of citizenship education into Physical Education (PE) classes in Indonesia to mitigate character degradation.

After determining the inclusion and exclusion criteria, this study conducted a multiple screening process. During the data selection, this systematic literature review followed the "Preferred Reporting Items for Systematic Reviews and Meta-Analyses" (PRISMA) guidelines. These guidelines aim to enhance the transparency, comprehensiveness, and accuracy of the report, thereby supporting evidence-based decision-making (Page et al., 2021). This process yielded 13 articles that aligned with the theme and fulfilled the inclusion criteria. The illustration of the data selection is shown in Figure 1:

to identify, evaluate, and interpret all pertinent research findings. As shown in Table 1, this systematic literature review compiled all existing scientific evidence based on certain inclusion and exclusion criteria (Martín-Moya & González-Fernández, 2022). The data were collected by doing a thorough search from Google Scholar. The search focused on journal articles indexed in the Scopus databases and published between 2019 – 2024. The search query included the specified keywords "Integration AND Civic Education AND Character AND Physical Education AND Junior High School AND Indonesia".

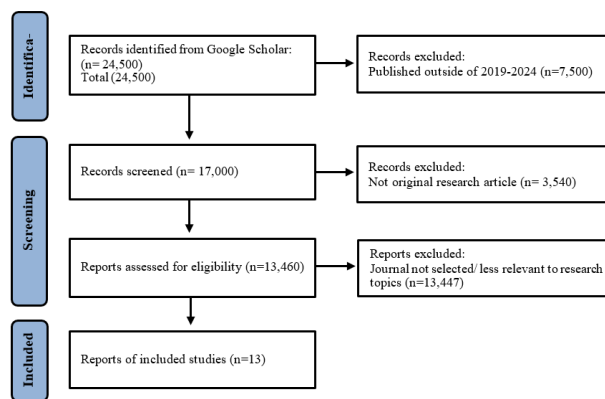


Figure 1. PRISMA flowchart of the article selection process

Results

In this section, we present the results of our literature review on the integration of citizenship education into PE subjects in junior high school in Indonesia, aimed at addressing character degradation. The findings are summarized in Table 2.

Table 2. Literature Review Results

Author	Study objectives	Main Findings
(Fizi et al., 2023)	The objective of the study was to create a game-based learning framework in physical education that may enhance the motor skills, teamwork, and discipline of high school and elementary school pupils.	The findings demonstrated a noteworthy enhancement in students's motor abilities, teamwork, and discipline from the initial assessment to the final assessment. The motor skills score increased from the original value to 200.79. The cooperation also improved from 13.13 to 16.07, while discipline increased from 20.17 to 22.52. based on these findings, game-based learning strategies have been shown to be efficacious in enhancing the motor skills, teamwork, and discipline of elementary school kids. This paradigm offers explicit and readily applicable instructions for physical education teachers.
(Zhang, 2024)	This research aimed to investigate the impact of PE on pupils by combining academic learning with physical exercise.	The research findings indicated that combining physical activity with academic learning has a notable influence on the enhancement of students' intellectual and physical abilities. This strategy can be utilized to create a more all-encompassing and integrated education program.

Table 2.
Literature Review Results

Author	Study objectives	Main Findings
(Chen, 2024)	This project strived to incorporate ideological components into physical education courses at colleges and universities by utilizing multivariate data fusion.	The findings found that ideological components can be recognized and cultivated using a multivariate data fusion methodology. These components lead to the development of a curriculum that is more significant and applicable to pupils. The finding also suggests multivariate data fusion as a powerful technique for detecting and cultivating ideological components in PE. This method facilitates the development of a more all-encompassing course that aligns with the requirements of students.
(Kusuma et al., 2021)	The study examined the correlation between participation in traditional Bali sports games and the physical health of secondary school students in the City of Denpasar.	The findings revealed a notable disparity in the physical fitness levels of students following the introduction of traditional Bali game-based activities. The Manova test and Tukey posthoc test were used, and statistically significant differences were revealed across the groups. It was found that traditional Balinese sports have proven to be efficacious in enhancing the physical fitness of high school students. In short, incorporating traditional games into the curriculum can enhance students' engagement in physical education and promote the preservation of local cultural heritage.
(Kolovelonis et al., 2023)	The study assessed the immediate impact of exergaming on executive functions and student engagement in physical education among elementary school students.	The research findings showed that engaging in exergaming sessions leads to a notable enhancement in student executive functions and situational interests compared to control sessions. In this study, exergaming was highly successful in enhancing executive function and increasing student engagement in physical education.
(Carl et al., 2023)	This study aimed to assess the efficacy of physical literacy treatments in schools in Bremen, Germany. It focused on creating comprehensive intervention components that were appropriate for children aged 8-11, with a particular emphasis on the idea of physical literacy.	The study highlighted the significance of including theoretical elements in physical literacy interventions and identified potential obstacles that might arise during implementation, such as logistical limitations and the impracticality of individual randomization. It also demonstrated the possibility of creating effective methods for spreading information if treatments are successful.
(Wei et al., 2020)	The study's objective was to examine the impact of the TPSR-integrated sports education model on the sense of responsibility and self-efficacy of students during football courses.	The TPSR paradigm was found to enhance student accountability and self-efficacy in physical activity to a large degree when compared to conventional teaching methods. Utilizing the approach in teaching can enhance student autonomy and effectiveness in physical activity, hence fostering character development in physical education.
(Snyman et al., 2023)	The objective of the study was to investigate how the students' character strengths with autism can be beneficial to elementary school instructors in the classroom.	The research findings indicated that autistic students' typically have some characters, such as tenacity, honesty, and kindness. These characters have a beneficial effect on the classroom environment, promoting social interaction and facilitating learning. Recognizing and utilizing the inherent character strengths of kids with autism can yield substantial advantages in educational instruction inside classrooms.
(Muhtar et al., 2019)	The objective of this research was to enhance the comprehension and proficiency of physical education instructors in devising instructional techniques that foster religious character development in primary schools.	The research has yielded a highly efficient "Tadzkirah" learning paradigm designed to instill religious character in physical education.
(Suherman et al., 2019)	The research intended to enhance national character education in Indonesia by utilizing physical education, with a specific emphasis on fostering student character development through novel teaching techniques.	The research findings demonstrated that incorporating character education into physical education instruction is efficacious in fostering student character development. The PE teachers in this study demonstrated enhanced comprehension and proficiency in fostering student character development through education. Implementing an action research strategy in physical education can enhance character education. The success of student character development is heavily influenced by collaboration among different parties and the use of novel learning approaches.
(Neave et al., 2020)	This study attempted to assess the psychological advantages of circus skill training (CST) in schoolchildren, particularly in enhancing their emotional and social welfare.	The study's findings indicated that children who participated in CST training showed notable enhancements in their emotional and social well-being compared to the control group. The individuals exhibited heightened self-assurance, improved interpersonal abilities, and decreased anxiety levels. Training in circus skills offered notable psychological advantages to pupils and can serve as a potential means to enhance emotional and social well-being within the school setting.
(Astrid et al., 2023)	This study aimed to determine the effectiveness of animated videos in enhancing family resilience in East Jakarta during the COVID-19 pandemic.	The findings demonstrated substantial disparities in family resilience before and after an intervention involving an animated video. It was found that the intervention group exhibited a substantial increase in family resilience compared to the control group. An animated animation is a highly effective educational method for strengthening family resilience during pandemics.
(Francisco et al., 2023)	The objective of this study was to assess the efficacy of the #EntreViagenseAprendizagens program in enhancing well-being and promoting a healthy lifestyle among teenagers. This includes enhancing social and emotional competencies, health literacy, and minimizing challenges in emotional regulation.	Research findings indicated that school-based interventions have the potential to significantly contribute to the promotion of student well-being and the prevention of unhealthy lifestyles and socio-emotional maladjustment. These interventions primarily focus on cultivating social and emotional skills and health literacy among adolescents, empowering them to effectively navigate a changing and evolving healthy future.

Discussion

In this discussion section, we delve into the key findings from the literature review on integrating citizenship education (CE) with physical education (PE). Our analysis begins with exploring how game-based learning approaches in PE, as demonstrated by (Fizi et al., 2023), contribute to enhancing essential components of CE, such as motor skills, collaboration, and discipline. By examining these findings, we can understand how integrating these elements into PE can positively influence students' character development

and help address issues of character degradation. These characteristics can be effectively incorporated into PE through various learning approaches, ultimately shaping students' character for the better (Satria et al., 2023). Learning games can also enhance students' well-being during the learning process. A sense of comfort when studying is crucial in attaining a specific objective. In addition, students can gain motor skills as a result of durable alteration in the capacity to execute a task due to training or experience (Prawesti et al., 2022). Enhanced robust and dexter-

ous motor skills can contribute to the development of children, particularly in the areas of verbal communication, numerical proficiency, and cooperative abilities (Cahyani et al., 2024; Marsuni, 2024). Besides motor skills, incorporating physical skills into the learning process helps enhance pupils' cognitive abilities. (Mahmudah et al., 2022). Thinking skills play a crucial role in citizenship education, as they are a fundamental aspect of civic knowledge, civic skill, and civic virtue. Physical activity exerts a substantial impact on the motor abilities of students (Satriawan et al., 2024). Utilizing learning methods that incorporate games or motor skills can significantly enhance student motivation to study (Nugraha et al., 2021). Physical education also plays a significant role in enhancing collaborative skills and discipline. They are crucial components of citizenship education, as they contribute to the development of civic abilities and civic virtue. By incorporating these strategies into physical education, it is possible to provide a foundation for enhancing student character and safeguarding against character deterioration. This can be achieved through organized physical activities that emphasize the importance of citizenship ideals. Therefore, there will be a reciprocal relationship and collaboration between citizenship education and physical education in fostering the adoption of positive conduct.

The next key finding of our review highlights the significant impact of integrating physical activity with academic learning on enhancing both academic performance and physical abilities. Research has shown that combining physical activity with academic learning has a substantial influence on the enhancement of both academic and physical abilities (Hamzah et al., 2021; Zhang, 2024). While the primary focus of this study is on junior high school students, its implications can be extrapolated to encompass senior high school students. This integration facilitates the development of a comprehensive educational program that enhances not only physical abilities but also cultivates the character traits of pupils through structured and all-encompassing instruction. Additional research indicates that physical activity significantly contributes to improving children's motor skills (Satriawan et al., 2024). Furthermore, fostering the growth of motor skills in youngsters can contribute to the advancement of verbal communication, numerical proficiency, and cooperative abilities (Satria et al., 2023). Incorporating physical skills into the learning process helps enhance pupils' cognitive abilities (Nugraha et al., 2021). Furthermore, research has demonstrated that engaging in physical activity has a substantial impact on the development of students' motor abilities (Wibowo & Rahardjo, 2022). Engaging in learning models incorporating games or motor skills might enhance student motivation to study (Muthmainah, 2022).

The following discussion focuses on the integration of fundamental values and principles into physical education (PE), as supported by various studies. Chan et al. (2024) highlight the significance of identifying and developing fundamental components of PE through a data-driven ap-

proach. Haq (2022) examines the roles of Pancasila in Indonesian citizenship education, highlighting tolerance as a vital aspect in shaping the character of students and fostering a feeling of national identity. Further, Subekti et al. (2024) highlight the incorporation of social values, such as collaboration, transparency, fairness, acceptance, reverence, and accountability, into PE, highlighting the development of these values in students. This is consistent with Al Fikri's (2022) research on the importance of citizenship education in higher education. The purpose of this integration is to cultivate students who possess a comprehensive comprehension and appreciation of the principles and ideals of their country, enabling them to actively participate in the formation of a conscientious and accountable citizenry. In addition, the research by Wulandari et al. (2024) stresses the crucial role of incorporating civic education into the school curriculum with a global outlook, highlighting the need for a global perspective in civic education, ensuring students are equipped with the required information and values to actively address the global challenges and make a good impact on society. Together, these studies illustrate that integrating citizenship education with physical education not only enhances physical skills but also fosters character development and civic responsibility, aligning with the objective of mitigating character deterioration among students.

The next key finding examines the role of traditional games in physical education (PE) and their impact on both physical fitness and cultural education. A study by Kusuma et al. (2021) indicates that traditional Bali game-based activities effectively enhance high school pupils' physical fitness and engagement while also promoting local cultural heritage. Sholeh et al. (2023) further explore how integrating conventional games into PE can enhance sprinting performance, showcasing their educational value. Utama et al. (2023) analyze the positive influence of traditional games such as Lato-Lato on elementary school pupils, focusing on the cultural and social advantages. In addition, Muliadi and Asyari (2024) investigate the pedagogical potential of traditional Sasak tribe games, elucidating the values embedded in these cultural activities. Handayani and Suparni (2022) highlight the importance of culture and the pedagogical capacity of traditional games in imparting values. In addition, they explore the significance of character and ethnomathematics in traditional Ingkling games, highlighting the diverse advantages of incorporating these games into mathematical instruction. Choirunnisa et al. (2023) emphasize the significance of traditional Indonesian games in character education for high school students, underscoring the value of maintaining cultural heritage by preserving traditional games. Similarly, the investigation by Hodriani et al. (2023) explores the incorporation of conventional games into character education for primary school kids, highlighting the significance of imparting cultural values through these games.

The following discussion explores the impact of exergaming—an innovative approach combining exercise and gaming on physical education and student development.

Research by Kolovelonis et al. (2023) discovered that engaging students in exergaming sessions, which combine exercise and gaming, has a significant positive impact on executive functions and situational interest in PE. Exergaming is a novel and exciting approach that may be utilized to incorporate aspects of citizenship into physical education exercises. It also helps in fostering students' cognitive and social abilities, which are crucial for developing good character. Chan et al. (2024) performed a meta-analysis that demonstrated that exergaming has a substantial positive impact on various aspects of cognitive performance, including global cognitive function, learning and memory, working memory, verbal fluency, and executive function. A study by Swanenburg et al. (2018) investigated the application of exergaming for enhancing vestibular functions and gait patterns in elderly individuals, revealing the capacity of exergaming to promote cognitive processes. An additional investigation was performed by Kooiman and Sheehan (2014), conducting a comprehensive analysis of the impact of exergames on executive function in adolescents. They demonstrated the advantages of exergames in enhancing executive functions in the older demographic. By integrating exergaming into physical education, schools may enhance student executive and leadership functions, while also fostering a captivating and efficient learning experience that promotes holistic development.

The integration of character-oriented learning paradigms into physical education (PE) represents a vital strategy for fostering students' overall development. Studies (Muhtar et al., 2019; Suherman et al., 2019) highlight the significance of character-oriented learning paradigms in physical education. They demonstrated that it significantly contributes to enhancing students' character development and general well-being. Further research (Diputra, 2018; Fridayati et al., 2022; Hidayat et al., 2022; Susanto, 2015) supports this approach, revealing how character education enhances affective values and supports effective curriculum and management practices. By focusing on character-based learning in PE, schools can contribute to reducing character degradation and promoting student development.

In the final segment of our discussion, we explore the impact of educational initiatives focused on emotional and social welfare and their relevance to citizenship education. Studies (Francisco et al., 2023; Neave et al., 2020) highlight the significance of educational initiatives that prioritize students' emotional and social welfare in order to enhance their general well-being and decrease anxiety levels. Interventions such as role-playing skills training and workshops (#EntreViagenseAprendizagens) highlight the significance of cultivating social and emotional skills, which are equally pertinent to citizenship education. In addition, Green et al. (2021) assess the efficacy of the Child Mentoring Program (SPARK), a curriculum focused on Social and Emotional Learning specifically designed for elementary school pupils. Social and emotional learning (SEL) programs strive to improve the social and emotional abilities of children, such as self-awareness, self-control, understanding others, and

making responsible choices (Green et al., 2021). Therefore, implementing a comprehensive educational strategy that considers the emotional and social well-being of children can significantly benefit both students and their educational setting.

Conclusion

The study explores the integration of citizenship education into the PE curriculum of Junior High School (SMP) in Indonesia to mitigate character degradation. The study affirms that embedding civic education into PE is an effective approach to foster moral development and mitigate the decline of student character. Integrating game-based learning methodologies and models into physical education activities has been shown to enhance motor skills, teamwork, and discipline. All of which are crucial components of citizenship education. Furthermore, research has demonstrated that engaging in organized physical activities, including both traditional games and exergaming (exercise plus gaming), not only improves motor and cognitive abilities but also increases their motivation to learn. By incorporating principles of citizenship and character, such as tolerance, cooperation, and responsibility, into physical education, students can develop stronger character and mitigate the potential for character degradation. This approach aligns with Indonesia's educational goals of nurturing a generation that is both nationally-minded and accountable. Ultimately, the integration of citizenship education into PE contributes to the formation of a holistic educational curriculum that emphasizes physical fitness alongside the cultivation of moral and civic values, leading to the development of a morally upright and ethically conscious generation.

Conflicts of interest

The author states that there is no conflict of interest.

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