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Moral Education and Physical Education: A Systematic Literature Review

Syarifatunnisa, Anira, Amung Ma'mun*, Nuryadi

School of Postgraduate Studies, Universitas Pendidikan Indonesia, Bandung, Indonesia

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Abstract

Currently, a lot of anti-moral behaviors occur among students at school. The aim of this article was to provide a better understanding of how physical education can be used as a mean to develop moral values in individuals. Research trends and future research directions are also discussed further in this research. A systematic literature review method was used by applying inclusion and exclusion criteria. There were various criteria set in this research. Of the 37 articles found, only 9 articles met the criteria to be included in further analysis. The results of this research explored three components, namely research trends in the field of physical education and moral education, the relationship between physical education and moral education, and future research directions related to physical education and moral education. The relationship between physical education and moral education still has pros and contras due to the research result variations. Further studies are needed to confirm the theory related to this study. Research involving diverse sample backgrounds is highly recommended for future research.

INTRODUCTION

The concept of morality has attracted a considerable research interest in the field of sport psychology. This is due to various reasons, one of which is the frequent occurrence of incidents of prosocial and antisocial behaviors in various sports (Ntoumanis & Standage, 2009). Anti-social cases occurring in society caused by teenagers (15-17 years) are rife. Based on the Central Statistics Agency in 2021, West Java is the province with the highest incidence of brawls among students occurred in 37 villages/sub-districts. Apart from that, the brawls among students ended in death. This is becoming a concerning incident as the perpetrators of the brawl are students categorized as minors.

Moral education is an important aspect in forming a person character. Character is the value and behavior that individuals learn and possess through life experiences and their environment. Forming a good character requires a long and consistent process, as well as supports from the surrounding environment, including from educational institutions. Moral education is fast becoming one of the most important topics in the contemporary school system. Research suggests a strong connection between moral and physical education. Physical education provides an arena for practicing moral behavior and developing moral reasoning (Drewe, 2000).

Moral education aims to develop the student knowledge level as well as their understanding and emotional development levels. It involves helping individuals cultivate a virtuous character state and develop the appropriate moral disposition (Surprenant, 2014). Morality, character education, or moral development, has been a concern of public schools from the beginning. The aim of moral education, according to Kohlberg, is to stimulate moral development through a sequence of moral stages as a natural development for individuals. Acceleration is not the goal of moral development. It is the sustainable growth that becomes the main goal. Three levels of moral development are generally identified, including pre-conventional, conventional, and post-conventional levels (Figley, 1984).

Physical education (PE) is one of the fields in educational institutions that can help in the moral development of individuals. Through physical education, individuals can learn about physical activities and motor skills, as well as the values and behaviors associated

with these activities. For example, through sports, individuals can learn about fair play, cooperation, honesty, responsibility, and so on (Bailey, 2018; Bailey et al., 2009; Binder, 2001; Kirk, 2013). Instilling moral education through PE has been widely researched and become a topic of interest to academics and practitioners. Many international books and articles discuss this issue because moral development is important in shaping a person character. Apart from that, interest in studying character education has grown substantially in recent years (McGrath et al., 2022). A PsycINFO search for the term 'character education' yields 2,335 results, 77% of which are from the last 20 years, while a Google Scholar search returns 60,700 results with nearly half of them coming from the same period. The number of programs developed to improve characters has also grown dramatically.

PE class is an open place that invites students to move and interact with their peers and play lots of games. This learning activity also presents challenges to students. Students can challenge themselves to master the environment or pit their skills against others in competitive contests (Figley, 1984). The unique contribution of PE has historically been in the physical/motor domain (Figley, 1984). There need be no stigma attached to this unique contribution, because a strong healthy body is as important to living the "good life" as a sharp mind, social skills, and emotional stability. Individuals do not come to PE class with only their bodies. They bring their total selves, including their bodies, thoughts, feelings, attitudes, and values. PE is also assumed to have an important role in the student moral development because it represents a context in which many social interactions between students and students occur (Arnold, 2006; Bailey, 2017, 2018; Hellison, 2011; McEntyre, 2019; Krettenauer et al., 2014). PE is described as the most significant medium for the development of moral character. These claims for positive effects are in line with those who have suggested and found that competitive sports can be an excellent medium for developing pro-social behavior (Schwamberger & Curtner-Smith, 2019). Teachers have a role to facilitate student behavior so that students participate fully and responsibly, give their best efforts, respect the feelings and rights of other players, exercise well, and help each other (Schwamberger et al., 2017). The role of teachers is important in helping individuals develop morals through PE. Teachers must ensure that class-

room activities prioritize important moral values and provide opportunities for individuals to learn about these values. Apart from that, teachers must also set good examples in their behavior and attitudes, so that individuals can follow these examples and develop a good character. If teachers cannot carry out the learning process to improve the student moral development, then the negative aspects of student involvement in physical education cannot be avoided. Therefore, student delinquency in physical education has been viewed as an important research topic (Hsu, 2017).

Previous research on physical education and moral education has been widely carried out (Arnold, 2006; Hellison & Doolittle, 2007; Ma, 2021; McEntyre, 2019; Mouratidou et al., 2007). However, there has no research carrying out an analysis of the results of these related research. This article is a systematic research literature review article discussing moral development through PE. This research provides the results of a review analysis related to the research on physical education and moral education.

The aim of this article was to provide a better understanding of how physical education could be used as a mean to develop moral values in individuals. Research trends and future research directions of this research are also discussed further. Through a systematic literature review process, scientific articles relevant to this topic were searched for and evaluated. These articles were searched using certain criteria, such as relevance to the topic, quality of research methodology, and validity of research results. After carrying out the evaluation, the findings from the articles that have been researched were summarized.

In this article, the factors influencing moral development through PE, such as the role of the teacher, the right type of sport activity, and a supportive environment, are also discussed. By understanding these factors, it is hoped that it can help individuals and educational institutions in planning and implementing effective physical education programs for developing morals of individuals.

METHODS

Systematic Literature Review (SLR) was used in this research. The SLR process is carried out through several stages (Cronin, 2011). In the present research, the SLR was aimed to present previous and current re-

search literature on the 'Moral Education and Physical Education' topic.

Research Questions

To understand the intersection between physical education and moral education, this study aimed to critically explore key areas that had been the focus of previous research while identifying existing gaps that warrant further investigations. Specifically, the study analyzed prevailing trends in the literature, evaluated the relationship between these two domains, and provided scholarly insights into potential avenues for future research. Accordingly, the following research questions were formulated:

- a. what are the research trends on physical education and moral education?
- b. what is the relationship between physical education and moral education?
- c. what are the future research directions related to physical education and moral education?

Data Collection

Data collection used the Publish or Perish application with specified keywords and periods (2011-2022). All data were taken in March 2023. Data search database involved articles published in Scopus journals with categories containing the words 'moral education' in the title and 'moral education, physical education' in the keywords. At this stage, researchers searched for every article discussing moral education related to physical education. The addition of 'moral education' to the title made the selected articles more focused on the topic. Apart from that, by adding physical education to the keywords, articles about moral education would be interconnected with physical education. A total of 37 articles were obtained at this stage (see Figure 1). The data were then saved using comma-separated value (*.csv) format. Next, the data were processed from CSV format into Microsoft Excel to examine the trend of research conducted each year (see Table 1).

Data Screening 1 (Title and Abstract)

At this stage, the data were then manually analyzed according to the research topic, including the title, abstract, and full research paper. Inclusion and exclusion criteria were applied at this stage (see Table 2). A total of 10 papers were deleted because they did not match the research topic (did not contain physical education in the article).

Table 1. Research Trends in Physical Education and Moral Education

Year	Number of Publication	Journal
2012	2	Physical Therapy Reviews; Revista Iberoamericana de Psicología del Ejercicio y el Deporte
2013	3	Curriculum Reform in China: Changes and Challenges; Physical Education and Sport Pedagogy; Sport, Education and Society
2014	4	Handbook of Moral Education and Character Education; Revista de Cercetare si Interventie Sociala; Revista Iberoamericana de Psicología del Ejercicio y el Deporte
2016	1	Nursing Ethics
2017	3	Journal of Sports Science and Medicine; European Physical Education Review; Strategies: A Journal for Physical and Sport Educators
2018	3	Journal of Sports Science and Medicine; Journal of Pharmaceutical Sciences and Research; Loisir et Societe
2019	10	BioMed Research International; European Physical Education Review; Health Education Journal; International Journal of Advanced Science and Technology; Journal of Sociology and Social Anthropology; Darulfunun Ilahiyat; Journal of Moral Education; Quaderns de Filologia: Estudis Linguistics; Moral Development and
2020	3	Proceedings - 2020 12th ICMTMA 2020; Research in Developmental Disabilities
2021	2	Historia da Educacao ; Retos
2022	6	Educational Philosophy and Theory; Obrazovanie i Nauka; Frontiers in Psychology; SAGE Open; International Journal of Antennas and Propagation; Policy Futures in Education
Total	37	

Data Screening 1 (Title and Abstract)

At this stage, the data were then manually analyzed according to the research topic, including the title, abstract, and full research paper. Inclusion and exclusion criteria were applied at this stage (see Table 2). A total of 10 papers were deleted because they did not match the research topic (did not contain physical education in the article).

Table 2. Inclusion and Exclusion Criteria

Inclusion	Exclusion
Children and youth aged 7-18 years	Children <7, Adult >18
Physical education and moral development	Other studies
Qualitative/quantitative/mixed methods	SLR or Review research
In English language	Other languages

Data Screening 2 (Full Paper)

From the 27 papers available, 12 papers were not relevant to PE and moral development, 5 papers were not in English and no full-paper articles were available, and 1 paper was a duplication.

Finals

At the final stage, 9 papers were selected for inclusion in the study. See Figure 1 for the process of data selection procedures.

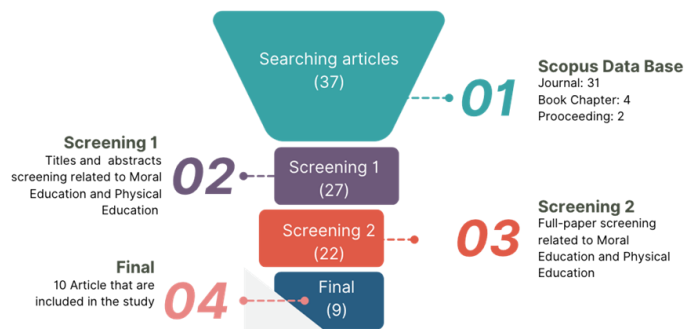


Figure 1. Data Selection Process

RESULT

The aim of this research was to find out the research trends on physical education and moral education, the relationship between physical education and moral education, and the directions for future research related to physical education and moral education. Based on the research objectives, the following research results were obtained.

Research Trends on PE and Moral Education

Publication trends about physical education and moral education are depicted in Figure 2. Based on data search results on Scopus, 37 articles were found in the last 10 years (2012-2022). Research related to this topic fluctuated during the period. The highest increase occurred in 2019 (10 articles) and dropped drastically in the following year.

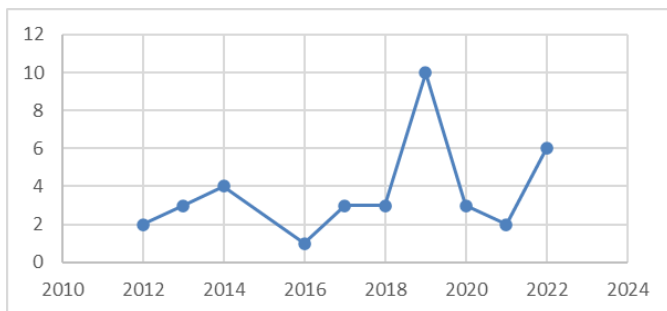


Figure 2. Number of Physical Education and Moral Education Publications (2012-2022)

The Relationship between PE and Moral Education

The relationship between physical education and moral education can be seen in Table 3. The research results showed varying results. The results showed that 6 studies found that PE had a positive impact on the student moral development, while the other 3 studies presented the opposite results. The result obtained in this analysis was varied (pros and contras) related to PE and moral education. Teachers and parents become the main keys in the student moral development.

Future Research Directions related to Physical Education and Moral Education

Based on the results of the analysis, recommendations for future research directions emphasized the inclusion of a variety of differences in terms of age, culture, and socio-demographics of participants (Hsu, 2017, 2022; Jacobs, 2013).

DISCUSSION

Research trends on PE and moral education show that researcher interest in this topic is unstable. A lot of research is needed so that readers and/or other academics can learn more about this topic. This is because many problematic behaviors have emerged among students from elementary school to tertiary level which require solutions both in terms of practice and policy.

The correlation between physical education and moral education is multifaceted and supported by several studies and empirical findings. A logical connection between the two, emphasizing that competitive activities in physical education necessitate mutual respect and collective striving, inherently fosters moral behavior (Drewe, 2000). A specially designed moral develop-

ment intervention within physical education could significantly enhance moral reasoning among high school students (Mouratidou et al., 2007). This suggests that physical education can serve as an effective medium for promoting moral development. Additionally, the application of Kohlberg's cognitive-developmental approach to moral education within physical education proposes that structured programs addressing moral dilemmas can foster moral development (Figley, 1984).

The role of physical education teachers is also crucial in this context. The significant responsibility of PE teachers in promoting social and moral development is highlighted although they note the lack of conclusive evidence and formal training in this area (Jacobs, 2013; Rus, 2014). Physical education is a necessary prerequisite for the cultivation of human virtue, as it helps individuals develop the strength to resist bodily desires that detract from virtuous behavior (Surprenant, 2014). In addition, by considering the unity of physical and moral education, physical education can introduce students to essential values such as freedom, justice, dignity, and moral perfection, thereby contributing to the harmonious development of body and spirit (Klychkov, 2020). Furthermore, this statement is supported by a research implementing an intervention aimed at promoting sociomoral growth through physical education, focusing on empathy, moral reasoning, task motivation, and self-responsibility, and providing anecdotal evidence of its effectiveness carried out by (Miller, 1997). Collectively, these perspectives underscore the potential of physical education to serve as a platform for moral education, facilitated by the role of PE teachers and structured interventions.

The role of the teacher and the organized arrangements to achieve the goals of moral development in students greatly influence the results that will be obtained. Physical education is able to contribute positively to student moral development, because teachers are encouraged to be directly involved and integrate physical education to educate student morals (Figley, 1984). Two out of three research results show that the high level of problematic behavior in PE classes is caused by teachers who are unable to regulate situations and conditions to increase moral values in students (Schwamberger et al., 2017; Schwamberger & Curtner-Smith, 2019). In addition, the role of parents is also considered an important part of student self-

Table 3. Description of Research Results

No	Citation	Authors	Methods	PE and Moral Education	Moral Indicators	Future Research
1	37	F. Jacobs (2013)	Qualitative	PE teachers believe that physical education classes are a medium for developing social and moral skills	Work and play together, respect, fair play, solve problems together, live by the rules	A contextual practice-based approach to the development of child social and moral skills seen from various child backgrounds (such as socio-demographics)
2	3	C. Rus (2014)	Mixed Methods	Physical education and sports are educational spaces for the social and moral development of children and adolescents. This is because PE involves a lot of collaboration and interaction between individuals	Self-esteem, teaching students how to interact, how to resolve conflicts, and how to deal with wins and losses.	Studies are needed to establish global or scientific standards to determine how social and moral development can be carried out and implemented by teachers
3	11	Wei-Ting Hsu, Hsiu-Hua Li, and Yi-Hsiang Pan (2017)	Quantitative	Misbehavior among students in PE class occurs because they compare their bad behavior with much worse behaviors.	Low engagement, failure to follow directions, poor self-management, aggressive and disruptive behaviors	Future research could adopt longitudinal or quasi-experimental designs to ascertain causal patterns between achievement goals, moral disengagement, and misbehavior across ages and backgrounds. The application of the SEM model is also recommended as an effort to reduce this behavior.
4	9	Schwamberg, Benjamin, Curtner-Smith, Matthew (2017)	Qualitative	The training program had a major influence on Alex (Research Subject). The implementation of TPSR improves excellent skills related to fair play and sportsmanship in students.	Fair and sportsmanlike behavior	Further research is to see to what extent the results of this research are transferred to everyday life.
5	5	Schwamberg, Benjamin; Wahl-Alexander, Zachary; Ressler, James (2017)	Qualitative	The lack of organization and planning from teachers makes the implementation of TPSR have a negative impact on students. Students do not understand the morals and behavior of sports.	Responsible, working with the team, participating fully	Research by creating an environment where moral development and sportsmanship are upheld is essential to develop all students.
6	6	M. Bronikowska (2019)	Quantitative	70% of students show a low level of moral competence. The length of a child involvement in a sport training is positively correlated with increased student moral development. Parents are the most crucial role related to a child moral development.	Ability to overcome problems and resolve conflicts on the basis of moral principles	Focus on the level of moral competence of students from other academic teaching professions, because a good student development depends on the educational setting of the school as a whole and on teachers of all subjects.
7	6	Schwamberg, Benjamin; Curtner-Smith, Matthew (2019)	Qualitative	The implementation of the Sport Education Model in physical education does not develop their conception of moral behavior and sports.	Arguing with teammates, opponents, and officials, breaking rules, cheating	Future research aimed at confirming or refuting this theory could lead to the development of more robust interventions that teachers can use in the SE season.
8	7	Obeidat, L. M., Momani, H. I., Ammari, T. T., Rababah, M. A. (2022)	Quantitative	PE is positively correlated with student morale improvement	Responsibility, honesty, social aspects	Implementation of physical education outside the sports faculty
9	0	W.T. Hsu (2022)	Quantitative	The application of the TPSR model with MD minimization shows a reduction in the level of problematic behavior in students	Aggression, low engagement, failure to follow directions, poor self-management, disruptive behavior	Implementation of research involving students of various ages and cultural differences is recommended.

development (Bronikowska, 2019), while the family becomes the main sphere that can shape student personalities (Abroto et al., 2021) where they promote understanding of morals to children by providing reasoning and feedback according to the child development

(Smetana, 1999). Six other studies show that there is a significant relationship and influence from PE by implementing various physical education models such as TPSR (Hsu, 2022) on the student moral development. Moreover, physical education classes are able to facili-

tate students in developing moral behavior (Drewe, 2000). If teachers can design physical education programs specifically, the student moral development will increase effectively (Ma, 2021; Mouratidou et al., 2007; Sha & Zhao, 2020).

Future research regarding the physical education and moral education should focus on providing more conclusive evidence regarding the role of physical education in moral development, as highlighted by Rus (2014) and Jacobs (2013). This includes systematically investigating how physical education teachers understand and apply moral education objectives and the effectiveness of various pedagogical approaches. Exploring the long-term effects of moral development interventions and examining potential gender differences in moral reasoning is also suggested (Mouratidou et al., 2007). Delving deeper into the specific values and virtues that can be cultivated through physical education, such as justice, dignity, and moral perfection, is also necessary (Klychkov, 2020; Surprenant, 2014). Additionally, more empirical evidence on the effectiveness of interventions aimed at promoting sociomoral growth, particularly in diverse educational settings and among different age groups, to establish best practices and inform comprehensive moral education programs within physical education is required (Miller, 1997). Research to establish global standards regarding the moral values that physical education teachers have to teach to students needs to be conducted (Rus, 2014). In order to make it effective, an intentional design for implementation is crucial for physical education to support moral development. The integration and intentional structuring strategies developed by Kendelen (2021; 2017) can be used as a reference in the implementation of physical education.

CONCLUSION

This research concludes that the academics interest in physical education and moral education had been fluctuating from 2012 to 2022. However, this trend increased in 2022. Intersection of physical education (PE) and moral education indicates both the potential and the challenges in utilizing PE as a medium for moral development. The evidence highlights the crucial role of teachers in shaping the moral dimensions of PE, while structured interventions and intentional pedagogical approaches are proven effective in fostering moral rea-

soning and behavior. However, the inconsistent focus on this topic within the academic community suggests a need for further research to solidify the understanding of how PE can consistently contribute to moral education across diverse contexts. The research underscores the necessity for more empirical studies exploring the long-term impact of moral interventions in PE and the role of teachers in implementing these strategies effectively. Future studies should also investigate the influence of family involvement and cultural variations on the student moral development through PE, as well as the development of global standards for moral education in physical education curricula. As problematic behaviors among students continue to emerge, a collaborative approach involving teachers, parents, and policymakers is essential to ensure that PE can effectively promote both physical and moral development in students.

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CONFLICT OF INTEREST

The authors declared no conflict of interest.

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