



Technical Assistance in Physical Education, Sports, and Health Learning at SMK Nusantara Tanjung Jabung Timur

Kresno Bayu Edi Putra^{1*}, Zaenal Abidin², Kurniawan³, Huong Le⁴, Hidayat⁵

¹Institut Islam Al-Mujaddid Sabak, Tanjung Jabung Timur, Indonesia

²Institut Islam Al-Mujaddid Sabak, Tanjung Jabung Timur, Indonesia

³Institut Islam Al-Mujaddid Sabak, Tanjung Jabung Timur, Indonesia

⁴University of Education, Faculty of Primary Education, Vietnam

⁵Universitas Islam Sarolangon, Indonesia

*Correspondent Author: krenobayu@gmail.com

Article Info:

Article history: Accepted, 03/10/2025, | Revision, 20/11/2025, | Published, 30/12/2025, | Vol (3), Issue (2), (Dec. 2025)
e-ISSN 2988-0246 | p-ISSN 2988-6732 | doi: <https://doi.org/10.61233/zijen.v3i2.38>

Abstract:

This study analyzes the implementation of technical assistance in the teaching of Physical Education, Sports, and Health (PJOK) integrated with sharia-based economic values at SMK Nusantara Tanjung Jabung Timur. Rooted in the need to strengthen students' sense of responsibility, honesty, cooperation, accountability, and health awareness within a vocational education setting, this research adopts a qualitative case study approach using observations, interviews, and documentation. The findings indicate that embedding sharia values into sports activities fosters positive behavioral development through hands-on experience, rotating team roles, and structured value-oriented reflection. Three major themes emerge: the internalization of honesty and amanah (trustworthiness), the enhancement of teamwork and responsibility, and the development of health awareness as an expression of viewing the body as an entrusted responsibility. This study provides a practical contribution by offering a replicable model of technical assistance for PJOK teachers and a theoretical contribution by expanding Islamic character education through the integration of sharia economic principles within vocational school contexts. The results also highlight opportunities for future research using broader samples and quantitative or mixed-method designs to further examine the model's effectiveness.

Keywords:

Technical Assistance; Learning; Physical Education, Sports, and Health (PJOK); SMK Nusantara Tanjung Jabung Timur.



© 2025 The Author(s).

This article is licensed under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).

INTRODUCTION

Physical Education, Sports, and Health (PJOK) have gained increasing global and national recognition as a vital component of school curricula due to its dual role in enhancing students' physical fitness and fostering moral and social character (Aldiansah et al., 2025). PJOK provides a dynamic environment for social interaction, risk-taking, teamwork, and reflective practice key elements in preparing students for contemporary demands that emphasize emotional intelligence and strong character formation (Al Muhasibi et al., 2024). In Indonesia, a growing body of research highlights PJOK as a strategic medium for integrating religious and character values rooted in local traditions and Islamic spirituality (Nuraini et al., 2024).

Despite this recognition, a notable gap persists between conceptual expectations and practical

implementation, particularly in vocational schools. At SMK Nusantara Tanjung Jabung Timur, for instance, sports facilities are available, yet the integration of sharia-based economic values into PJOK remains unsystematic within the curriculum. This reveals an urgent academic and practical need to explore how technical assistance in PJOK can operationalize values such as honesty, amanah, cooperation, and blessing (barakah) in student sports activities. Addressing this gap positions the research as essential in linking Islamic economic principles with PJOK practices in vocational settings.

Conceptually, the research is grounded in character education theory and Islamic value frameworks in sports, emphasizing sharia elements such as amanah, justice, and responsibility. Character education highlights moral formation through experiential learning and reflection (Maulida et al., 2025), while studies on Islamic values in sports demonstrate the applicability of discipline, honesty, perseverance, and patience through Islamic-based instructional methods (Jani, et al., 2025). Together, these frameworks justify employing a qualitative case study with triangulated analysis, a methodology previously used in Islamic character education within PJOK (Izadi & Hanif, 2025).

This study explicitly aims to enhance and monitor student progress in PJOK, cultivate awareness of healthy and active lifestyles, identify strengths and weaknesses in instructional practices, and improve PJOK quality through sharia-economic value integration. It therefore addresses the central question of how a technical assistance model can be implemented effectively and sustainably for Grade X and XI students. The study's contribution lies in introducing a novel approach that combines sharia-economic values with physical education at the vocational school level an area largely underexplored in existing literature. Prior studies have focused predominantly on elementary schools (Nuraini et al., 2024; Salahudin, 2022), but rarely on sharia-economic dimensions in PJOK at SMK. By employing a qualitative case study and triangulation, the research offers both practical intervention strategies and theoretical enrichment that bridges character education, Islamic economics, and PJOK pedagogy.

The synthesis of prior research highlights strong support for integrating Islamic character values in PJOK, as experiential learning naturally fosters virtues such as amanah, ta'awun, shidq, and humility (Izadi & Hanif, 2025). Studies in elementary schools also show that PJOK effectively instills discipline, responsibility, and cooperation when combined with Islamic character education (Nuraini et al., 2024). Meanwhile, systematic reviews confirm that methods such as traditional games, group work, and structured reflection promote the internalization of character values (Baharuddin, Satrio, Permana, & Carsiwan, 2024). However, research rarely examines sharia-economic values such as justice in reward systems or economic responsibility within PJOK, and quantitative or intervention-based studies remain limited (Putri, Alfarizi, Nurhalim, Subagja, & Parhan, 2025). Positioned within this gap, the present study synthesizes Islamic character education theory, experiential learning, and sharia-economic principles to propose a robust conceptual and practical model for technical assistance in PJOK at SMK Nusantara Tanjung Jabung Timur.

METHOD

The type of research employed in this study is qualitative research using a case study strategy. The case study approach was selected because it allows an in-depth understanding of the dynamics of interactions involving sharia economic values within the learning process of Physical Education, Sports, and Health (PJOK) at SMK Nusantara Tanjung Jabung Timur in its real-life context. The qualitative approach is well suited to exploring subjective meanings, perceptions, and the experiences of students and teachers in the technical assistance process, as the researcher serves as the primary instrument in data collection (Sugiyono, 2016).

The data sources in this study consist of primary and secondary data. Primary data were collected directly from the field through participatory observation, in-depth interviews, and documentation of PJOK learning activities incorporating sharia values. Secondary data include school documents, PJOK program records, lesson plans, school policies, as well as other supporting materials and documents. Data collection techniques apply triangulation (a combination of observation, interviews, and documentation) to enhance data credibility (Sugiyono, 2016). The interview instrument was designed in the form of a semi-structured guide to enable narrative flexibility from informants while maintaining focus on the theme of sharia economic values in sports. The inclusion criteria for primary data involve Grade X and XI students at SMK Nusantara Tanjung Jabung Timur who participate in PJOK learning and sports activities, as well as PJOK teachers involved in the technical assistance process. The secondary data included consist of official school documents and PJOK program materials relevant to sharia values such as amanah, honesty, cooperation, and responsibility. Exclusion criteria include informants who did not actively participate in PJOK learning during the assistance sessions and documents that are not directly related to sharia economic values or PJOK instructional activities. The sampling technique used is purposive sampling to select informants most representative of the phenomenon under study (Sugiyono, 2016).

The unit of analysis in this research comprises individual students (Grades X and XI) and PJOK teachers as key subjects. Analysis is conducted at the case level, namely a single case study in SMK Nusantara Tanjung Jabung Timur. The researcher focuses the analysis on each actor (students and teachers) and their interactions within the PJOK instructional setting that integrates sharia values. The data analysis technique applies thematic analysis using an inductive-deductive approach. Interview data and observation notes are processed through initial coding (open coding), followed by axial coding and selective coding to develop the main themes (Neuman, 2013). Theme validation is carried out through data triangulation and verification with informants (member checking) to ensure interpretation accuracy (Metodologic and Data-Analysis Triangulation in Case Studies, 2023). To support the qualitative analysis process, data are organized and managed using NVivo software, which facilitates systematic coding, theme grouping, and visualization of data patterns.

RESULTS AND DISCUSSION

Results

The findings of this case study highlight a strong pattern of *amanah* (trustworthiness) and honesty emerging within the PJOK learning environment. Through observations and interviews, it became evident that teachers intentionally designed fair and transparent reward systems during class competitions to promote ethical behavior among students.

Main Theme	Core Findings	Supporting Evidence (Observation–Interview–Documentation)
Internalization of <i>Amanah</i> and Honesty	Students practice honesty and trustworthiness in sports activities; fair-play values are embedded in competitive events.	<ul style="list-style-type: none"> Teachers design fair symbolic reward systems to promote <i>amanah</i> and honesty. PJOK lesson plans include reflective questions on self-assessment and honesty. Students provide peer feedback on truthful contribution during teamwork.
Teamwork and Responsibility	Sports learning fosters role awareness, collective responsibility, and mutual accountability within teams.	<ul style="list-style-type: none"> Students express that winning is secondary to fulfilling roles responsibly. Documentation shows rotating leadership tasks to build responsibility. Observations reveal students reminding teammates when roles are not fulfilled.
Health Awareness and Islamic Lifestyle	Islamic values guide physical health, moderation, and responsible self-care.	<ul style="list-style-type: none"> Discussions integrate values such as avoiding <i>israf</i> (excess) when planning training schedules. Students reflect on caring for the body as a form of <i>amanah</i>. Daily health logs include reflection on whether lifestyle aligns with Islamic responsibility.
Teacher Perspectives and Triangulation Insights	Sharia-based technical assistance strengthens moral awareness in sports practice.	<ul style="list-style-type: none"> Teachers observe increased student reflection on moral and social aspects of sports. School PJOK reports include reflective modules blending outdoor activities with Islamic values. Student reflections show progressive deepening of <i>amanah</i> and teamwork awareness.
Supporting School Policies and Instructional Materials	School structure reinforces value integration through policy and curriculum alignment.	<ul style="list-style-type: none"> Policies allocate time for value reflection and encourage teacher training on Islamic character education. Updated PJOK lesson plans include sharia-value components such as honesty and <i>amanah</i>. Lesson materials contain “value reflection sessions” after each sports activity.

These systems encouraged learners to understand and practice fair play as part of their athletic engagement. Documentation from lesson plans further demonstrated that reflective components such as self-evaluation questions on honesty were structured into the learning process. Students were also seen giving each other honest feedback regarding individual contributions during teamwork, signaling that the internalization of these values had begun to influence their interactions.

The second major theme centers on teamwork and responsibility, where students consistently expressed that participating in sports is not solely about achieving victory but about fulfilling roles and supporting one another. Interviews with students revealed that they viewed their teams as “small families,” emphasizing that every member’s sense of responsibility influenced overall team performance. Documentation from extracurricular sports activities showed that teachers incorporated rotating leadership tasks to ensure each student experienced responsibility firsthand. Observational data reinforced this dynamic as students frequently reminded teammates of their duties, highlighting

a collective awareness of social roles within the team.

A third theme emerged in relation to health awareness and an Islamic lifestyle. Students indicated that Islamic principles such as avoiding *israf* (excessiveness) were integrated into discussions about balancing training schedules, rest, and nutrition. They described their bodies as a trust (*amanah*) from God, which shaped their motivation to maintain healthy habits. Documentation, including school health logs, showed that students regularly reflected on whether their daily practices aligned with Islamic values regarding bodily responsibility. This combination of spiritual and practical reflection helped reinforce the understanding that physical well-being is intertwined with moral and religious duty.

Triangulation results also demonstrated the significant role of teachers in shaping students' moral and reflective dispositions. PJOK teachers emphasized that technical guidance rooted in sharia principles strengthened students' ability to evaluate their own behaviors not only from a physical standpoint but also from ethical and social perspectives. Document reviews of the school's PJOK program showed that reflective modules combining outdoor activities with discussions of Islamic values were used consistently. These reflections indicated a progressive development of students' understanding of *amanah*, teamwork, and responsibility over time, confirming that value integration occurred through both practice and guided reflection.

Finally, secondary data from school policies and instructional materials revealed institutional support for integrating Islamic values into PJOK. School policies provided structured time for value-based reflection, encouraged teacher participation in Islamic character training, and supported the revision of lesson plans to include honesty and trustworthiness as core components. The PJOK lesson materials analyzed also contained sections explicitly linking sharia-based values to physical activities, such as end-of-activity "value reflection sessions." This alignment between school policy, curriculum, and classroom practice demonstrated that value integration was not incidental but structurally embedded within the PJOK program.

Discussion

The findings of this study indicate that the technical assistance provided in PJOK learning at SMK Nusantara Tanjung Jabung Timur integrated with sharia economic values, particularly *amanah* (trustworthiness), honesty, cooperation, and responsibility successfully fostered students' moral, social, and health awareness. These results directly align with the objectives of the research, namely improving the quality of learning, cultivating Islamic character through PJOK, and formulating improvement plans based on identified strengths and weaknesses.

Theoretically, these findings can be interpreted through the lens of Islamic character education and experiential learning frameworks. The values of *amanah* and honesty were internalized through real competition and reflective activities, demonstrating that concrete sports experiences nurture moral qualities such as trustworthiness and integrity (Jani, Yono, & Nurhasyim, 2025). The growth of cooperation and responsibility within team structures and rotating roles aligns with Kolb's experiential learning cycle, which emphasizes reflective processes and active

experimentation. Islamic health awareness—such as viewing the body as an Amanah reflects the holistic integration of the physical and spiritual dimensions promoted within Islamic education (Fitrianto, 2023).

When compared with previous studies, these findings are consistent with research by Nuraini, Annisa, Rahmayanti, Ayuni, Makiyyah, and Aprilianti (2024), which found that integrating character values into PJOK at the elementary level fosters discipline, responsibility, and cooperation. However, they differ from the mixed-methods study by Arifin (2024) at the MTs level, which quantitatively examined the effects of sharia-based physical education on physical and spiritual fitness and reported significant improvements in both (Arifin Yoisangaji, 2024). These methodological differences demonstrate that qualitative contributions such as in-depth analysis are crucial for explaining the mechanisms through which values are internalized beyond what is captured in quantitative indicators.

The scientific contribution of this study lies in its mapping of the direct relationship between PJOK technical assistance and sharia economic values within a vocational school setting, an area explored far less frequently than research at elementary schools or madrasahs. These findings enrich the literature on Islamic values in physical education by focusing on the sharia economic dimension, while also offering an operational and replicable model for Islamic character education in practice. Moreover, this study applies and validates Islamic character education theory and experiential learning within a vocational context, opening new discourse for implementing religious-based character education in vocational schools.

Despite its achievements, this study acknowledges several important limitations. First, the number of participants was relatively small (12 students), making generalization limited. Second, the qualitative data were collected from only one school, which may not represent the broader SMK context, especially in regions with different social and economic characteristics. Third, due to the qualitative methodology, the study did not measure quantitative impacts such as changes in moral values using standardized scales that could strengthen evidence of the intervention's effectiveness.

Given these limitations, this study offers noteworthy implications for practice and policy. For future research, intervention studies with larger samples and quasi-experimental or mixed-methods designs are recommended to measure the effects of sharia-based values in PJOK on students' morality, health, and performance. For practitioners (teachers and schools), these findings highlight the importance of teacher training in developing lesson plans and reflective modules grounded in Islamic and sharia economic values, ensuring that PJOK learning emphasizes both physical and character development. For policymakers, integrating sharia economic values into PJOK curricula could be considered as part of an Islamic character education strategy in vocational schools, particularly to support the development of morally responsible youth.

Another important implication is that schools may adopt this technical assistance model as part of extracurricular or curricular programs by embedding routine Islamic value reflections into sports activities, such as through value journals or post-activity dialogues. Additionally, collaboration between universities, Islamic institutions, and schools can be strengthened to develop

sharia-based character education modules in PJOK. Thus, the model contributes not only academically but also as a practical tool for advancing Islamic character education in vocational settings.

CONCLUSION

This study demonstrates that technical assistance in PJOK learning integrated with sharia economic values effectively enhances the quality of the learning process for students at SMK Nusantara Tanjung Jabung Timur. Through a qualitative case study approach, it was found that the values of amanah (trustworthiness), honesty, cooperation, and responsibility were effectively internalized through systematically and reflectively designed sports activities. These findings also address all research questions, ranging from improving student progress, strengthening awareness of the importance of PJOK, identifying strengths and weaknesses in learning, to formulating improvement strategies relevant to the school's context.

The contribution of this article is both theoretical and practical. Theoretically, the study expands the discourse on Islamic character education by incorporating the dimension of sharia economics into physical education, while also validating the application of experiential learning frameworks in value-based vocational education. Practically, the findings offer a model of technical assistance that PJOK teachers can implement to enrich instructional design, strengthen student motivation, and enhance the effectiveness of moral value integration within sports and other physical activities.

The implications of this study underscore the need to develop more comprehensive PJOK learning programs, including teacher training on sharia value integration, the development of continuous reflective modules, and the expansion of research to other school contexts using mixed-methods or quantitative approaches. Future studies may also investigate the deeper impact of this technical assistance model on other aspects such as academic achievement, psychological well-being, and social development across various educational levels.

REFERENCES

Anton, A., & Muhammad, A. M. (2025). Implementasi pendidikan karakter dalam kegiatan ekstrakurikuler Islami. *Jurnal Media Akademik (JMA)*, 3(1). <https://doi.org/10.62281/v3i1.1560>

Az Zuhdi, M. A. W., & Hafidz. (2024). Peran Pendidikan Agama Islam dalam membentuk karakter jujur di SMK Muhammadiyah 6 Simo. *Tawazun: Jurnal Pendidikan Islam*, 17(2), 307–314. <https://doi.org/10.32832/tawazun.v17i2.16619>

Izadi, I. Z., & Hanif, M. (2025). Implementation of Islamic character education through physical education, sports, and health learning at SDN Winduaji 01. *QuranicEdu: Journal of Islamic Education*, 5(2), 214–228. <https://doi.org/10.37252/quranicedu.v5i2.1789>

Jani, E., Yono, T., & Nurhasyim, M. S. (2025). Sports learning methods based on Islamic values. *Gladi: Jurnal Ilmu Keolahragaan*, 16(2), 269–274. <https://doi.org/10.21009/GJIK.162.11>

Maulidin, M., Munip, & Nawawi. (2024). Penerapan konsep amanah dan tanggung jawab dalam Pendidikan Agama Islam di SMA Al-Irsyad. *DIMAR: Jurnal Pendidikan Islam*, 5(2), 162–175. <https://ejurnal.stit-almubarok.ac.id>

Maisaroh, A. A., & Untari. (2024). Integritas moral dan pendidikan karakter: Peran nilai akademik moral dalam kurikulum. *Tarbiyah Islamia: Jurnal Pendidikan dan Keislaman*, 15(1), 1–15. <https://ejurnal.unim.ac.id>

Mujahidin, M., & Nurjanah, N. (2022). Implementasi pendidikan karakter melalui kantin kejujuran di Pondok Pesantren Al-Ilahiyyah Payak I Rejoagung Ngoro Jombang. *Urwatul Wutsqo: Jurnal Studi Kependidikan dan Keislaman*, 11(1), 37–47. <https://doi.org/10.54437/urwatulwutsqo.v11i1.379>

Ramadani, S., & Sofa, A. R. (2024). Kejujuran dalam perspektif pendidikan Islam: Nilai fundamental, strategi implementasi, dan dampaknya terhadap pembentukan karakter santri di pesantren. *Jurnal Manajemen dan Pendidikan Agama Islam*, 3(1), 1–15. <https://doi.org/10.61132/jmpai.v3i1.848>

Rahmah, E. W. (2021). Implementasi pendidikan karakter melalui kegiatan ekstrakurikuler keagamaan (Santri Kalong) dalam membentuk moral siswa MTs Manba’ul Hikmah Gedongan. *Permata: Jurnal Pendidikan Agama Islam*, 2(1), 51–66. <https://doi.org/10.47453/permata.v2i1.248>

Suriyati, W., Wafda, & Mardiana. (2024). Implementasi nilai-nilai pendidikan Islam ke dalam kegiatan kepramukaan pada sekolah menengah pertama. *Jurnal Keilmuan dan Keislaman*, 3(4), 365–377. <https://doi.org/10.23917/jkk.v3i4.427>