

## LITERATUR REVIEW

### Philosophy of Science as A Basis for the Formation of Values and Morals in Physical Education Practices

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#### Abstract:

This study aims to examine the role of philosophy of science as a basis for the formation of values and morals in physical education practices. The research background is based on the increasingly visible moral crisis phenomenon in educational environments, including in physical education learning, which tends to be solely oriented towards physical aspects. This study uses a qualitative approach with the Systematic Literature Review (SLR) method for seven national and international journal articles published between 2021 and 2025 and obtained through Google Scholar. The review process was carried out systematically, referring to the PRISMA stages. The results of the study indicate that the philosophy of science through its ontological, epistemological, and axiological dimensions provides a conceptual foundation that confirms that physical education not only functions to develop physical abilities, but also plays an important role in the formation of students' values and morals, such as discipline, sportsmanship, honesty, responsibility, and cooperation. The findings also indicate that the weak application of philosophical foundations in physical education learning contributes to the decline in the internalization of students' moral values. This study concludes that the integration of the philosophy of science in physical education practices is an essential need to strengthen the formation of values and morals and support the achievement of educational goals holistically.

**Keywords:** Character Building; Philosophy Of Science; Physical Education; Systematic Literature Review; Values And Morals;

## 1. Introduction

Education is a systematic process aimed at developing students' knowledge, skills, and attitudes as a foundation for the formation of a complete human being. Education plays a fundamental role in building individual quality throughout life, including intellectual, emotional, social, and spiritual aspects (Sukowati & Kartiko, 2022). Education is also understood as a conscious and planned effort to create a learning environment that enables students to actively develop their potential, including spiritual strength, self-control, personality, intelligence, noble character, and the skills needed in social life (Rahman et al., 2022). This aligns with the national education goals as stipulated in Law Number 20 of 2003, Article 3, namely to develop students' potential to become people who are faithful, pious, have noble character, are healthy, knowledgeable, capable, creative, independent, democratic, and responsible (Pristiwanti et al., 2022).

These educational objectives emphasize that the formation of values and morals is the core of the educational process, not merely a complement to academic achievement. Education is not only directed at cognitive mastery but also at the internalization of values,



attitudes, and character rooted in national culture and universal humanitarian values (Azmi & Maros, 2024). In this context, physical education plays a strategic role because the learning process directly involves the physical, psychological, social, and moral dimensions of students. Physical education is a complex and systematic education aimed at developing physical fitness, motor skills, and mental well-being, as well as moral values, cooperation, sportsmanship, and responsibility. Physical Education, Sports, and Health encourages the development of physical abilities, knowledge, and healthy lifestyles, as well as the formation of character, mental, emotional, spiritual, and social well-being in students (Octavia et al., 2022).

Ideally, physical education serves not only as a means of physical activity but also as a vehicle for the formation of values and morals. Physical education contributes to the development of physical fitness and health, logical and critical thinking skills, social skills, morals, emotional stability, and awareness of healthy living and environmental cleanliness (Ilham, 2023). These contributions encompass the biological, psychomotor, affective, and cognitive aspects of students in an integrated manner (Meo, 2019). However, the reality on the ground shows a gap between the ideal goals and the current practice of physical education.

In the modern era, the world of education is facing an increasingly apparent moral and ethical crisis, including in the physical education environment. Phenomena such as declining sportsmanship, dishonest behavior, low ethical awareness, and the emergence of cases of sexual harassment reflect the weak internalization of moral values in physical education learning practices (Zalianti et al., 2023). Morality is understood as good and bad human actions formed through habit, while ethics is the science that studies the principles and norms of human behavior (Wibowo et al., 2024). Morality is related to manners and etiquette that reflect the civilization of a society (Sinurat et al., 2022). The moral crisis of the younger generation, characterized by a low sense of responsibility, empathy, social awareness, and spirituality, poses a serious challenge to physical education in carrying out its educational function fully (Rifki et al., 2022).

This situation indicates that the problem in physical education lies not solely in learning methods or mastery of sports techniques, but also in the weak philosophical foundation in formulating the goals, values, and meaning of physical education itself. In this context, the philosophy of science becomes an important foundation for positioning physical education as a process of developing a complete human being. The philosophy of science is a critical and rational reflection on the nature of science, encompassing the structure, methods, foundations, and goals of science, and discussing the ontological, epistemological, and axiological assumptions of a discipline (Jaudi, 2021; Santi et al., 2022). Through the philosophy of science, physical education is understood not only as a physical activity, but as an educational practice laden with values, meaning, and moral responsibility.

Several studies have emphasized the importance of the philosophy of science in physical education. Research (Yulianto et al., 2025) shows that the philosophy of science is a crucial conceptual foundation in formulating values- and moral-oriented physical education goals. (Ariestika et al., 2020) also emphasize that modern physical education must stem from

a comprehensive philosophical understanding to develop a holistic human being. However, studies specifically addressing the philosophy of science as a basis for the formation of values and morals in physical education practice, particularly in responding to the moral crisis occurring in the field, are still relatively limited.

Therefore, this study urgently seeks to examine in depth how the philosophy of science plays a role in the formation of values and morals in physical education practice. The novelty of this research lies in its effort to integrate the perspective of the philosophy of science with the reality of physical education practice, so that physical education is not only oriented toward physical development but also becomes a strategic vehicle for the formation of values, morals, and noble personalities in students in accordance with the fundamental goals of education.

## **2. Materials and Methods**

### ***Study Design***

This research employed a qualitative study design with a Systematic Literature Review (SLR) approach. According to Kitchenham in (Maesara & Rahmat, 2023), a systematic literature review is a method for identifying, evaluating, and interpreting all research related to a specific research question or subject area of interest. This design was chosen to gain a comprehensive and in-depth understanding of the role of philosophy of science as a basis for forming values and morals in physical education practice. The SLR was conducted systematically, transparently, and structured, adhering to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) process, which includes identification, screening, eligibility evaluation, and inclusion. This approach enabled researchers to critically synthesize relevant scientific findings to build a robust conceptual framework aligned with the research objectives.

### ***Subjects***

The subjects of this study were not individuals, but rather scientific articles relevant to the focus of the study. The research subjects were national and international journal articles discussing the philosophy of science in the context of physical education, particularly those related to the formation of values and morals. The articles reviewed were published between 2021 and 2025 and obtained through the Google Scholar database. The use of Google Scholar was considered due to its open and easy accessibility, thus supporting the principles of transparency and replication in SLR research. Based on the established inclusion and exclusion criteria, seven articles were deemed suitable for further analysis and served as primary sources in this study.

### ***Research Instrument***

The research instrument used was a data extraction form, systematically compiled to collect essential information from each reviewed article. The data extraction form included information on the article's identity (author and year of publication), research objectives, research approach and methods, the philosophical framework used, key findings related to

values and morals, and the article's contribution to the development of physical education. Furthermore, the PICO framework served as a conceptual tool to guide the analysis process and ensure the study's focus remained consistent with the research objectives. PICO is a framework used to formulate research questions in a structured manner by identifying Population, Intervention, Comparison, and Outcome, thus helping researchers focus their research objectives and systematically search for literature (Hosseini, 2024).

### ***Procedure***

The research procedure began with a search for scientific articles through Google Scholar using the keywords "philosophy of science" AND "physical education" AND (values OR moral OR ethics). The obtained articles were then selected using the PRISMA process. PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) is a reporting guideline used to ensure transparency and completeness in systematic review and meta-analysis reporting. In the identification stage, all relevant articles were collected (Page et al., 2021). Next, in the screening stage, they were screened based on the title and abstract. Articles that passed this stage were evaluated for eligibility through a full-text review based on the inclusion and exclusion criteria. Articles that met all criteria were then included in the inclusion stage and analyzed in-depth through a critical review and conceptual synthesis process.

Next is the assessment of article quality. The quality of the scientific articles reviewed in this study was determined based on their publication status in peer-reviewed journals. The peer review process is a scientific evaluation mechanism conducted by experts in related fields to assess the methodological validity, clarity of presentation, and scientific contribution of an article before publication. Articles that have gone through this process are considered to have a higher level of credibility and scientific quality, making them suitable as reference sources in systematic research. Furthermore, editorial transparency and adherence to publication ethics standards are also important indicators in assessing the quality of scientific articles (Kelly et al., 2014; Page et al., 2021; Paliya, 2025).

### ***Statistical Analysis***

Data analysis in this study was conducted using descriptive qualitative analysis. The qualitative descriptive approach is a research method that aims to produce a systematic, factual, and accurate picture of the facts, characteristics, and relationships between the phenomena under study, using data in the form of words or narratives from participants without statistical manipulation of variables (Furidha, 2023). The selected articles were critically analyzed by identifying key concepts, philosophical perspectives, and findings related to the formation of values and morals in physical education. The analysis was conducted by examining the ontological, epistemological, and axiological aspects of the philosophy of science that emerged in each article. The results of the analysis were then synthesized to gain a comprehensive understanding of the role of philosophy of science as a normative and conceptual foundation in physical education practice.

### ***Ethics***

This research does not directly involve human subjects and therefore does not require specific ethics approval. However, ethical research principles are upheld by maintaining academic honesty, analytical objectivity, and respecting the intellectual property rights of the original authors. All sources used in this research are cited and referenced correctly in accordance with scientific writing standards, and no data manipulation or plagiarism is involved.

### **3. Results**

**Table 1.** Article Review Results

<b>No</b>	<b>Author &amp; Year</b>	<b>Article Title Research</b>	<b>Method</b>	<b>Findings/Results</b>
<b>1</b>	(Nasution & Sibuea, 2022)	Analysis of the Relationship between Philosophy and Physical Education and Sports	Survey	Philosophy is the art of thinking that forms the basis for understanding the nature of physical activity. The philosophy of sport helps explain the values, goals, meaning, and scope of physical education and sport. Ontological, epistemological, and axiological approaches help outline the scope of physical education studies.
<b>2</b>	(Susanti et al., 2025)	Philosophy of Education and Character Education Management: Building the Morality of the Young Generation Through Sport	Qualitative	Integrating educational philosophy into sports education management deepens the moral formation process, extending beyond mere reward-punishment rules. Sports activities become an effective means of internalizing moral values when grounded in a clear philosophical foundation. Through sports, moral values such as discipline, responsibility, fair play, cooperation, and integrity are more easily internalized when teachers understand the philosophical foundations of education.

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3	(Gusdernawati et al., 2021)	E-Learning in the Covid-19 Pandemic Era: What is the Axiology of Physical Education Learning Outcomes?	Quantitative descriptive	There was no significant relationship between axiological values and physical education learning outcomes through e-learning (sig. = 0.264 > 0.05). All axiological indicators (responsibility, discipline, independence, honesty, creativity, and social skills) fell into the low-moderate category, not the high category. Online physical education learning weakens moral values such as discipline, honesty, responsibility, and social interaction. It is important to maintain axiology in physical education so that learning remains a vehicle for character building.
4	(Hura et al., 2022)	Analysis of the Relationship between Philosophy and Physical Education and Sports	Survey	This research finds that philosophy plays a fundamental role in shaping values and morals in physical education. The philosophy of sport is understood as a process of in-depth reflection on the nature of physical activity and human involvement in sport.
5	(Asri et al., 2024)	Philosophical Study of Need Assessment of Physical Education in a Modern Perspective	Philosophical study & needs assessment analysis	This study found that needs assessment in physical education must be built on a modern philosophical foundation that positions humans as holistic beings with physical, mental, social, and moral needs. Philosophy provides an ontological, epistemological, and axiological framework that clarifies that physical education serves not only to develop physical skills but also as a

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				means of forming character and moral values such as discipline, responsibility, sportsmanship, and integrity.
6	(Pangera & Syukur, 2024)	Analysis of Moral Education from a Philosophical Perspective	Literature review	This study found that philosophy provides a strong conceptual foundation for moral education, particularly through its explanation of the values, norms, and ethical principles that shape human behavior. Various philosophical schools of thought, such as progressivism, utilitarianism, virtue ethics, and deontology, provide a framework for understanding students' moral formation through the educational process, family environment, society, and teacher role models.
7	(Alfatih et al., 2025)	The Concept of the Body in Philosophy and Its Implications for Modern Physical Education	Descriptive qualitative	A philosophical understanding of the body serves as the foundation for developing moral values such as discipline, cooperation, honesty, sportsmanship, and responsibility in physical education. Philosophy explains that the body does not exist independently of the soul, so physical education must foster the physical and moral unity of students.

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All articles included in the systematic literature review were then subjected to a quality assessment to ensure their relevance and scientific contribution. The assessment was conducted through a critical appraisal approach by reviewing the full text of each article based on the criteria of clarity of research objectives, use of a philosophical framework of science (ontological, epistemological, and axiological), relevance to the context of physical education, discussion of values and morals, clarity of methods, in-depth analysis, and contribution to the context of physical education. The assessment results indicated that the reviewed articles were in the "moderate" to "high" quality category, making them suitable as

a basis for analysis and conceptual synthesis in examining the role of philosophy of science as a basis for the formation of values and morals in physical education practice.

#### 4. Discussion

It was found that the philosophy of science serves as a conceptual foundation that determines the direction, goals, and values in physical education practices. Several articles emphasize that physical education cannot be understood solely as a process of developing physical abilities, but rather as an educational process encompassing values and morals. This aligns with the findings of (Yulianto et al., 2025), who stated that the philosophy of science plays a key role in formulating physical education goals, which are oriented toward developing students' values and morals. Thus, physical education is positioned as a vehicle for developing the whole person, not merely physical activity.

From an ontological perspective, the reviewed articles view the essence of physical education as an educational process that addresses the physical, mental, social, and moral dimensions of students. (Ariestika et al., 2020) emphasize that modern physical education must stem from a comprehensive philosophical understanding to develop a complete human being. This view is reinforced by (Meo, 2019), who states that physical education contributes to biological, psychomotor, affective, and cognitive aspects. This means that values and morals are not additional elements, but rather an inherent part of physical education itself.

From an epistemological perspective, the review findings indicate that the philosophy of science provides a rational framework for developing knowledge in physical education. Several articles emphasize that the educational learning process must be grounded in scientific and philosophical reflection to avoid mechanistic tendencies. (Octavia et al., 2022) state that education plays a role in developing sportsmanship, a healthy lifestyle, and the character and mental well-being of students. Without a strong epistemological foundation, physical education practices have the potential to lose their educational significance and focus solely on physical skills.

From an axiological perspective, the review findings indicate that the philosophy of science serves as a guide for the values and morals that must be embodied in physical education. The reviewed articles emphasize that values such as sportsmanship, honesty, discipline, responsibility, and cooperation can be effectively internalized through consciously designed physical activities. (Meo, 2019) explains that integrating sports values into learning, such as through sports class regulations and reflection on learning experiences, is an important strategy for shaping students' morals. This demonstrates that physical education has great potential as a means of character education if grounded in a strong axiological understanding.

Furthermore, several articles highlight the moral crisis in physical education practices caused by educators' weak philosophical understanding. (Zalianti et al., 2023) revealed that the decline in morals and ethics in educational settings poses a serious challenge, extending to physical education. Phenomena such as low sportsmanship, dishonest behavior, and weak ethical awareness indicate that physical education has not fully fulfilled its value and moral

functions. In this context, the philosophy of science plays a critical role in reorienting physical education practices to its essential purpose as values education.

Overall, the review's findings reinforce the view that the philosophy of science plays a strategic role in shaping values and morals through physical education practices. The philosophy of science serves not only as a theoretical foundation but also as a normative and reflective guideline in designing humanistic and meaningful physical education learning. These findings align with (Yulianto et al., 2025) who stated that the integration of science into physical education is key to shaping students' ethical, moral, and noble character. Therefore, this study emphasizes the urgency of strengthening the philosophical foundations in physical education as an effort to address the challenges of the moral crisis in the modern era.

The results of this study align with various previous studies that emphasize that physical education plays a strategic role in shaping students' values and morals when grounded in a strong philosophical understanding. Research (Syarifatunnisa et al., 2024) shows that education contributes comprehensively to students' moral and social development, including understanding the relationship between moral values and the cultural context in physical education practices. These findings reinforce the findings of this study that physical education is not value-neutral, but rather loaded with moral content that needs to be consciously guided through a philosophical framework. Based on the analysis of the seven articles reviewed, it can be concluded that the philosophy of science plays a normative, conceptual, and reflective role in shaping values and morals in physical education practices. All articles consistently demonstrate that an ontological, epistemological, and axiological understanding of the philosophy of science is key in guiding physical education as a process of developing whole, moral, and characterful human beings. These findings emphasize that without a strong philosophical foundation, physical education has the potential to lose its value and moral function.

These findings are also supported by the results of a systematic observation published in (Jadwiszczak et al., 2025), which concluded that physical education programs significantly contribute to the moral and social development of adolescents in a formal learning context. The study confirmed that moral values such as empathy, responsibility, and positive social interactions develop more optimally when physical education is designed not only to focus on movement but also on value reflection. This aligns with the findings of this study, which emphasize the importance of the epistemological and axiological dimensions of philosophy of science in physical education practice.

In the context of the institutional application of philosophy of science, (Nurhajati et al., 2025) assert that philosophy plays a crucial role in physical education management as a foundation for the formation of professional character, such as discipline, responsibility, and sportsmanship, particularly in the context of police education. These findings demonstrate that philosophy of science functions not only theoretically but also has practical significance in shaping character through physical education systems and practices.

Furthermore, (Nurkadri et al., 2025) revealed through a literature review that the values of sportsmanship, discipline, cooperation, and responsibility are inherently embedded in

physical education activities and play a crucial role in shaping students' character. However, the study emphasized that internalizing these values requires a planned pedagogical approach. This reinforces the study's findings that the philosophy of science serves as a reflective instrument for guiding physical education practices so that values and morals do not develop haphazardly.

Research (Jahrir et al., 2024) also confirms that sports values such as fair play, cooperation, discipline, and independence are key sources for training and strengthening students' character. These values can be effectively actualized through physical education if the learning process is based on a clear value orientation. This finding aligns with the findings of this study, which positions the philosophy of science as the normative basis for determining the direction of physical education values.

From a broader philosophical perspective, (Ikhsan Maulana Putra, 2024) emphasizes that the integration of ontology, epistemology, and axiology in sports science allows for a deeper understanding of moral values and behavior in physical education. Thus, various previous studies consistently support this study's findings that the philosophy of science is an essential conceptual and normative basis for the formation of values and morals through physical education practices.

This study has limitations, including the limited number of articles reviewed, the dominance of conceptual and qualitative studies, and the use of a single database, which limits the scope of the research perspective. Therefore, further research is recommended to expand the literature sources, combine philosophical studies with empirical research, and examine more deeply the application of the philosophy of science in physical education learning practices, particularly the role of teachers in internalizing students' values and morals in a contextual and applicable manner.

## 5. Conclusions

Based on the results of a systematic literature review of seven relevant national and international scientific articles, it can be concluded that the philosophy of science plays a fundamental role as the basis for the formation of values and morals in physical education practices. Through ontological, epistemological, and axiological studies, the philosophy of science provides a conceptual framework that emphasizes that physical education is not merely a physical activity, but rather an educational process aimed at developing the whole person, encompassing the physical, mental, social, and moral dimensions of students.

Ontologically, education is understood as an activity inseparable from human values and meaning. The essence of education places the body and soul as a unity that must be developed in a balanced manner. Therefore, moral values such as sportsmanship, discipline, honesty, responsibility, cooperation, and integrity are not additional elements but rather an inherent part of physical education itself. These findings confirm that physical education has great potential as a vehicle for character formation, realized philosophically.

From an epistemological perspective, the philosophy of science plays a role in developing scientific and reflective thinking in physical education practice. Physical education learning that is not grounded in philosophical understanding risks becoming

mechanistic and oriented solely toward mastering movement skills. Conversely, when physical education teachers and practitioners have a strong epistemological foundation, the learning process can be directed toward developing knowledge, attitudes, and moral behavior through meaningful physical learning experiences.

From an axiological perspective, the philosophy of science serves as a determinant of the values and goals of physical education. The study's findings indicate that moral values can be effectively internalized through physical activities if they are consciously designed and value-oriented. However, the findings also indicate that the limited application of a philosophical foundation, particularly in the context of courage, results in a decline in students' internalization of moral values. This emphasizes the importance of the philosophy of science as a normative guideline in designing and implementing physical education learning.

Overall, this study confirms that the integration of the philosophy of science into physical education is an urgent need to address the challenges of the moral crisis in education. The philosophy of science serves not only as a theoretical foundation, but also as a reflective and normative instrument that guides the practice of physical education so that it remains aligned with the goals of national education, namely to shape individuals with noble character, morals, character, and noble personalities. Therefore, strengthening philosophical understanding in the curriculum, policies, and learning practices of education needs to be a primary concern for educators, educational institutions, and policymakers.

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