

Prophetic Pedagogical Study In Physical Education

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ABSTRACT

This study aims to examine the implementation of prophetic pedagogical values in Physical Education, Sports, and Health (PJOK) learning at SMAN 1 Cikampek. The prophetic pedagogical approach that emphasizes the values of humanization, liberation, and transcendence is believed to be able to respond to the character crisis that occurs in the educational environment. The research method used in this study is qualitative with a library research approach. The results show that teachers' understanding of the concept of prophetic pedagogy is still limited, but there are efforts to integrate these values in PJOK learning. The value of humanization is reflected in empathy and respect for students, liberation from active student participation, and transcendence from spiritual reflection. This study recommends curriculum development and teacher training to support the integration of prophetic values in a more systematic and sustainable manner.



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1. INTRODUCTION

The prophetic pedagogical approach is an educational model based on three core prophetic values: humanity (amar ma'ruf), liberation from oppression (nahi munkar), and spirituality (faith in God). This approach is highly relevant in shaping students' character because learning focuses not only on delivering academic material but also on developing students' moral and spiritual dimensions. A study conducted by (Endang et al., 2024) on character education based on the prophetic pedagogical approach emphasizes the importance of integrating moral values into all elements of the curriculum and school life as a whole. Through the integration of spiritual and ethical dimensions in teaching and learning activities, students are not only taught to

distinguish between right and wrong but are also guided to understand the consequences of their actions. This understanding forms a solid foundation for shaping students' character, enabling them to face future challenges. This approach embodies core values such as honesty, responsibility, and empathy, which can be effectively instilled in learning that integrates theory and practice. These values align with the character traits developed in Physical Education, Sports, and Health (PJOK) instruction, such as sportsmanship, collaboration, and discipline.

Prophetic pedagogy, as an approach based on prophetic values, presents an alternative solution to the crisis of values and morals in education. This approach emphasizes the importance of education that liberates, humanizes, and connects people with spiritual values. In the context of physical education, prophetic pedagogy can serve as a pedagogical framework capable of directing physical activity as a medium for building character, social empathy, discipline, and spiritual awareness in students.

Physical Education, Sports, and Health (PJOK), as an integral part of the national education system, has a dual responsibility: first, to improve students' physical abilities and health; second, to serve as an effective means of developing character, attitudes, and noble values through structured and directed physical activity. Unfortunately, in practice, the implementation of PJOK instruction in many educational institutions, including SMAN 1 Cikampek, is still predominantly oriented toward motor skills and athletic achievement. This condition causes a narrowing of the meaning of physical education itself, where the spiritual, ethical and social dimensions have not received adequate attention.

In relation to physical education, this mandate indicates that physical education (PJOK) learning must be directed not only at physical achievement but also address the spiritual and moral aspects of students. Therefore, the integration of ethical and prophetic values in PJOK learning is highly urgent and relevant. Prophetic values, such as 1) humanization (respect for human dignity), prioritize humanitarian values in social interactions during sports, such as respecting friends, helping colleagues in difficulty, and fostering empathy; 2) liberation (freedom from oppression and injustice), avoidance of violence, discrimination, and unsportsmanlike behavior in sports activities; and 3) transcendence (connecting humans with the divine), fostering awareness that the body is a trust from God that must be safeguarded through healthy and beneficial physical activity, provide a strong philosophical foundation for designing a character-building learning process.

Prophetic pedagogy is an educational approach that integrates prophetic values into the learning process. Kuntowijoyo formulated three main principles in this approach: humanization (amar ma'ruf), liberation (nahi munkar), and transcendence (tu'minuna billah). These three are important pillars in addressing the issue of contemporary education that is devoid of values. Prophetic values-based physical education (PJOK) learning will lead students not only to become physically healthy individuals, but also socially and spiritually intelligent. At SMAN 1 Cikampek, PJOK learning practices still tend to focus on motor skills and achievement. As a result, the affective and spiritual dimensions are not optimally accommodated. Therefore, this study aims to explore the extent to which PJOK teachers understand and implement a prophetic pedagogical approach in their learning activities.

2. LITERATURE REVIEW

No	Author & Year	Title	Key Results	Excess	Lack
1	Ansori & Jaelani (2023)	Internalization of Prophetic Pedagogical Values to Develop Learning	The prophetic pedagogical approach is effective in fostering basic character (honesty, responsibility, etc.) in elementary schools.	Concrete focus on internalization of values; descriptive methodology & literature study.	Does not apply directly to physical education; only applies to general elementary schools.
2	Humairah & Ramli (2023)	Holistic learning from the perspective of the Qur'an and Hadith	Emphasizing spiritual values and character; the relevance of prophetic concepts in holistic empowerment.	The link between prophetic values and spiritual learning.	General (religion), has not been directly linked to physical education.
3	Badriyah (2022)	A Critical Examination of the Existence of Islamic Boarding Schools as a Reflection of Holistic Islamic Education	The profile of Islamic boarding schools has strong prophetic-humanization values as the basis for	Concrete case studies; applications of prophetic values in educational settings.	Focus on general Islamic boarding schools, not on physical education.

			character education.		
4	Astuti (2021)	Prophetic values and their implications for the development of Islamic education	Formulating the concept of humanization, liberation, transcendence according to Kuntowijoyo's prophecy.	Strong conceptual, theoretical foundation of prophetic pedagogy.	Lack of empirical evidence/application to the physical.
5	Suprayitno & Mujahidin (2020)	Physical Education Curriculum: Analysis Study of the Book of Tarbiyatul Aulad Fil Islam	Linking physical education with classical Islamic values.	Combining physical education curriculum with an Islamic perspective.	Year >2022; more historical than contemporary empirical.
6	Saadah et.al (2022)	<i>Physical Education Pedagogy (major)</i>	Review of physical education pedagogy literature; emphasizing student-centered & reflective approaches.	Strong in physical pedagogy; highlights student reflection & experience.	Has not integrated prophetic values explicitly.
7	Masduki (2023)	Discussion of prophetic values (humanization, liberation, transcendence) from Kuntowijoyo's perspective.	Provides a theoretical foundation of prophetic values that can be applied to the physical.	Not focused on physical education directly.	
8	Taqwin & Forgiveness (2025)	Internalization of Prophetic Values in Islamic Religious Education Lectures at IAIN Madura	Demonstrate the effectiveness of prophetic internalization in Islamic Religious Education (PAI) higher education.	Modern survey/qualitative methods & application of values.	College PAI level, not physical context.
9	Aldi & Khairanis (2025)	Integration of Islamic Education and Educational	Delivering character-oriented and	Relevant to multidisciplinary	No direct application to physical education.

		Psychology in Shaping Character & Spiritual Intelligence	spiritual learning strategies through discipline integration.	prophetic pedagogy.	
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3. METHODS

This study uses a qualitative method with a literature study approach (library research) in collecting and analyzing data. Literature study is a research method that aims to examine theories, concepts, and previous research results that are relevant to the topic being studied. According to Fink (2019), literature studies must be conducted systematically, critically, clearly, and thoroughly to produce a comprehensive understanding of a problem. In this study, the data sources reviewed include 30 national and international journal articles published between 2015 and 2024, as well as 10 academic books relevant to the study of prophetic pedagogy in physical education. Source selection was based on several criteria, namely: (1) relevance to the research topic, (2) source credibility (published in reputable journals or published by academic publishers), and (3) data recency to ensure that the information used is still relevant to the latest research developments. The data analysis technique in this literature study was carried out using a thematic approach, namely identifying, analyzing, and interpreting patterns or themes that emerged from the sources reviewed. This analysis was carried out in several stages: (1) collecting and selecting literature that meets the criteria, (2) categorizing information based on main themes such as a fun learning environment, innovative learning methods, and the role of teachers and parents, (3) synthesizing and interpreting findings to produce a deeper understanding of the topics discussed, and (4) drawing conclusions based on the results of the analysis carried out.

4. RESULTS AND DISCUSSION

Physical Education

Physical Education, Sports, and Health (PJOK) is a subject that plays a strategic role in shaping the whole person. The essence of PJOK learning is an educational process that takes place consciously, planned, and systematically through physical activities aimed at improving the physical, mental, emotional, and social qualities of students. PJOK learning is not limited to physical training alone, but includes the development of cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects of students in an

integrated manner. PJOK emphasizes the importance of physical activity as an effective learning medium in shaping character and physical fitness. Through various activities such as traditional games, sports, gymnastics, and fitness training, students are encouraged to actively move and interact socially. These activities not only strengthen the body but also teach important values such as cooperation, sportsmanship, honesty, responsibility, and discipline.

Furthermore, Physical Education (PJOK) learning aims to instill a healthy and active lifestyle in students. In this context, PJOK serves as an educational tool that provides an understanding of the importance of maintaining personal hygiene, consuming nutritious food, exercising regularly, and avoiding bad habits that can be detrimental to health. Thus, PJOK not only trains the body to be strong and fit, but also educates students to have awareness and responsibility for their own health and the environment. The essence of PJOK learning also lies in a holistic approach to education. This means that PJOK not only focuses on mastering motor skills, but also encourages intellectual development through the introduction of various basic theories about sports, body anatomy, sports physiology, and game strategies. This way, students are not only able to perform physical activities correctly but also understand the scientific principles behind them.

In its implementation, Physical Education (PJOK) learning is carried out systematically through stages that include planning, implementation, and evaluation. The PJOK teacher acts as a facilitator who guides and motivates students so they can learn safely, enjoyably, and meaningfully. Evaluation in PJOK is not only based on physical abilities, but also includes aspects of attitude and knowledge relevant to the activities carried out. Overall, the essence of PJOK learning is to shape students into individuals who are physically and mentally healthy, intelligent in thinking, and have strong character. With this basic thinking, PJOK is an important part of the national education curriculum because it makes a major contribution to creating a healthy, productive, and morally upright generation.

Prophetic Pedagogy

Prophetic pedagogy is an educational approach rooted in prophetic values that aims to shape complete human beings, namely humans who are not only intellectually intelligent, but also morally, socially, and spiritually mature. This concept was developed as a critique of the modern education system which tends to be mechanistic, materialistic, and often ignores the human dimension and spirituality of students. Prophetic pedagogy restores

the essence of education as a process of liberation and awareness that refers to universal noble values, as taught by the prophets: love, justice, truth, and social responsibility. The three main pillars of prophetic pedagogy are humanization, liberation, and transcendence.

These three are interrelated and form a holistic framework in educational practices that humanize people, liberate them from various forms of oppression, and direct them toward higher spiritual goals. Humanization in the context of prophetic pedagogy is an educational effort to restore humans to their natural humanity. Education should not be merely a tool of industry or the labor market, but rather a space where students are treated as whole human beings—not mere objects to be obedient, but active, thinking, and feeling subjects. Humanization emphasizes the importance of compassion, respect for human dignity, and the development of empathy and social ethics. In practice, humanization requires teachers to act as companions and guides, not simply as instructors. The learning process must be dialogic, participatory, and build students' critical awareness of themselves, others, and their environment.

With this approach, students not only become "smart" but also "good"—that is, human beings capable of understanding, appreciating, and fighting for human values. Liberation is a crucial aspect of prophetic pedagogy, which aims to free humanity from various forms of oppression, backwardness, and ignorance. Education, in this view, is not a process of standardization, but rather a tool for empowerment. Students are invited to recognize oppressive social realities, then encouraged to become agents of change who actively fight for justice and the common good. This concept is heavily influenced by the thinking of Paulo Freire, a Brazilian educational figure, who argued that education must be able to break the "silence" of oppressed communities. Teachers are no longer "owners of knowledge" who transfer knowledge in a one-way manner, but rather dialogical partners who learn and grow together in critical awareness. Liberation demands courage in confronting unjust social structures and siding with marginalized groups. Transcendence is the spiritual dimension of prophetic pedagogy that directs education toward an awareness of God's existence and divine values.

The ultimate goal of education is not only to shape intelligent and independent individuals, but also individuals capable of deeply understanding the meaning of life and establishing a harmonious relationship with the Creator. Values such as honesty, patience, humility, and devotion are the

spiritual foundations instilled in the learning process. Transcendence makes education a means to achieve personal and social piety. Transcendental education emphasizes not only cognitive and social aspects but also develops the inner dimension of students. This is where the importance of an integrative education between reason, heart, and spirituality lies. Teachers serve as role models who not only transmit knowledge but also demonstrate life wisdom and moral obedience.

Challenges and Opportunities for Physical Education Learning at SMAN 1 Cikampek

Challenge

1. Lack of Facilities and Infrastructure

One of the main challenges in teaching physical education (PJOK) in high schools is limited facilities and infrastructure. Many schools, especially those in remote areas or those with limited budgets, lack adequate sports facilities such as multi-purpose fields, changing rooms, fitness equipment, or specific sports equipment. This limits teachers' ability to deliver material optimally, particularly practical materials that require specialized equipment such as volleyballs, athletic equipment, or fitness equipment.

2. Weather and Environmental Conditions

Physical Education (PJOK) activities are highly dependent on weather and environmental conditions. During the rainy season, outdoor activities like soccer, athletics, or gymnastics become difficult. Schools without indoor halls or facilities also struggle to implement alternative learning.

3. Lack of Student Interest

High school students have diverse interests and preferences. Some are more interested in academic activities or digital technology and consider physical education a secondary subject. Lack of motivation in physical education classes can reduce learning effectiveness, especially if the learning approach is not tailored to students' needs and interests.

4. Physical Ability Inequality

High school students are in late adolescence, with varying levels of physical and psychological development. Differences in fitness levels, health conditions, and motor skills often create disparities in competency achievement. This requires teachers to implement an inclusive approach and differentiated learning.

5. Dynamic and Complex Curriculum

The Physical Education and Health (PJOK) curriculum continues to evolve in line with shifting educational paradigms. Teachers are required to

understand and implement competency-based learning approaches, HOTS (Higher Order Thinking Skills), and the strengthening of Pancasila student profiles. These adjustments are not always easy, especially if teachers lack adequate training.

Opportunity

1. Increasing Awareness of Healthy Lifestyles

Amidst the trend of a sedentary lifestyle and rising health issues among adolescents, such as obesity and stress, physical education (PJOK) is becoming increasingly relevant. This presents an opportunity to utilize PJOK as a medium for physical and mental health education, as well as for character development, discipline, and teamwork.

2. Utilization of Technology

Technology opens up vast opportunities for innovation in physical education (PJOK) learning. Teachers can use instructional videos, fitness apps, augmented reality (AR), and wearable fitness trackers to enhance students' learning experiences. Social media and video-sharing platforms like YouTube or TikTok can also be used to inspire movement or creative, sports-based assignments.

3. Integration with School and Extracurricular Programs

Physical Education (PJOK) can collaborate with programs such as UKS (School Health Services), extracurricular sports, and achievement development activities. This strengthens PJOK's role in fostering a healthy, active, and productive school culture.

4. Building a Competitive Spirit and Sportsmanship

Physical Education (PJOK) activities naturally foster sportsmanship, teamwork, and a healthy competitive spirit. These are soft skills that are highly sought after in the workplace and social life. Well-designed PJOK learning can be a vehicle for building strong character.

5. CONCLUSION

Prophetic pedagogy is an educational approach that embraces humanization, liberation, and transcendence as its primary foundations. Through humanization, education humanizes humans; through liberation, education frees from the shackles of oppression and unconsciousness; and through transcendence, education connects humans with divine values. These three elements complement each other in realizing an education that not only fosters intelligence but also promotes prosperity, liberates, and purifies humanity. In this context, teachers are not only agents of social change but

also guardians of morality and bearers of a prophetic mission in the world of education.

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