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Analysis of Sport Values Based on Gender at SMPN 50 Kota Bandung

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ABSTRACT	ARTICLE INFO
<p>This study aims to examine the differences in sport values based on gender among eighth-grade students at SMP Negeri 50 Kota Bandung. The research was conducted using a quantitative approach with a descriptive survey method, involving a total population of 330 students, from which 203 students were selected as research samples using proportional sampling techniques. The sample consisted of 85 male students (42%) and 118 female students (58%). Data were collected using a standardized questionnaire instrument consisting of 30 items, adapted from the sport values scale developed by Whitehead, which measures students' understanding and internalization of values in the context of physical education and sports. The results of the analysis indicate that there are significant differences in the perception and expression of sport values between male and female students at SMPN 50 Kota Bandung. These findings suggest that gender plays a relevant role in shaping students' attitudes, behaviors, and value orientation in sports, thus highlighting the importance of gender-responsive pedagogical strategies in physical education programs. The study contributes to a better understanding of how sport values are interpreted differently across gender lines and offers insights for educators in promoting inclusive and equitable value-based learning through sports.</p> <p>© 2023 Kantor Jurnal dan Publikasi UPI</p>	<p>Article History: <i>Submitted/Received 27 Des 2022</i> <i>First Revised 01 Feb 2023</i> <i>Accepted 27 Feb 2023</i> <i>First Available online 21 Mar 2023</i> <i>Publication Date 01 Apr 2023</i></p> <p>Keyword: <i>sport,</i> <i>sport values,</i> <i>gender,</i> <i>junior high school.</i></p>

1. INTRODUCTION

Creative One of the core values of national character is sports. However, sports also have undesired effects, where responsibility, care, honesty, fair play, discipline, and cooperation are noble indicators that can lead to success, aligning with good attitudes and mindsets. When these values are upheld, athletes become role models, capable of winning with sportsmanship, integrity, excellence, and losing with honor. All these sports values should be implemented by athletes, but in reality, they are still far from expectations (Meo, 2019). According to (Dragnea, 2016), sports grow and develop in various forms and ways of implementation, organization, and goals, each according to its direction. Sports activities have four achievable goals: (1) Recreational sports, emphasizing physical and mental health; (2) Performance games (competitions), emphasizing competitive activities and performance; (3) Physical education classes, focusing on teaching aspects that incorporate sports as a subject, thus achieving educational objectives set by the government through sports; and (4) Physical training, oriented towards improving physical fitness, ensuring individuals are well-prepared for daily activities. In this study, from the several sports values discussed in the previous paragraph, the researcher focuses on two sports values: fair play and sportsmanship.

Sports are a natural human activity, aligned with divine nature, to develop and nurture the physical, mental, and spiritual potentials of individuals for personal and communal happiness and well-being. The aim is to maintain and improve health and fitness, performance, human quality, instill moral and noble values, sportsmanship, discipline, strengthen and foster national unity and cohesion, reinforce national resilience, and elevate the nation's dignity, honor, and esteem (Setyawan, 2016). According to (Serrano-Durá et al., 2020), fair play means all participants have a fair chance to achieve victory in competitive sports, possibly through sportsmanship and grace. Fair play requires that all opponents understand and adhere not only to the official rules of the game but also to the unwritten rules (Shields & Bredemeier, 1995 in Robert S. Weinberg, Daniel Gould, 2007). According to (Amansyah (2010), fair play is a mental attitude that demonstrates chivalry in sports. In the sports world, fair play can be understood as true sportsmanship or warrior sportsmanship and can also be understood as the best athlete. An athlete is considered to have acted fairly when performing commendable acts, including adhering to more than 100 percent of the written rules. Sportsmanship is the second component of morality in sports. Weinberg & Gould (in Sucipto, 2010) argue that sportsmanship involves intensely striving for success, commitment to the spirit of play, prioritizing ethical standards over strategic advantages during conflicts. The main issue in sports today at all levels is the increasing unsportsmanlike behavior, cheating, and negative character, all just to achieve victory.

According to recent epidemiological studies, boys prefer team sports and contact sports more than girls. Boys are injured twice as often as girls. Boys are more likely to suffer traumatic injuries, while girls are more likely to suffer injuries from overuse (Finamore et al., 2021). It was found that men and women are more interested in sports because of same-gender friends. However, some women are also interested in sports due to the influence of male friends. The results of the above studies emphasize the importance of sports participation by gender. The relationship between young women and physical education is complex and involves negotiating gender roles. The hypothesis in this study is that there are differences in sports values according to gender at SMPN 50 Bandung City. The analysis of sport values depending on gender at SMPN 50 Kota Bandung is especially important taking into account the multitudinal aspects of sports, education as well as gender identity in Indonesian society. Thus, as described in section one while giving the background to the research, sports are central to the development of character and creating a national identity.

At the same time, these ideals may not be fully realized and that is why it is worthwhile to look at the processes through which sport values are understood and accepted by students of both genders. It is especially so regarding fair play and sportsmanship which were highlighted in this study. These values are not only regulatory to the practice of ethical sports but are also samples of other even larger societal values. By analysing how male and female students at SMPN 50, Kota Bandung understand and use these concepts of physical education and sports we shall be in a better position to identify whether or not there is gender difference in the morality and ethical practices. In addition, and as stated in the introduction, the epidemiological studies- that depict disparities in regard to sports choice and injury proneness between boys and girls- supports the need to examine the gender sensitive strategies concerning sports and physical education. Some biological and social differences may affect students of different gender and how they appreciate or respond to issues such as equity, fairness and high standards in the sporting activities.

By forming the hypothesis that there are differences in sports values according to gender at SMPN 50 Bandung City, an essential step to conduct a critical analysis is made. Should such differences be established they would have far reaching implications regarding the delivery of physical education. On the other hand, when there are no gender differences in the students' attitudes, it could mean that the school's current Physical Education approach is positively helping in the promotion of fair gender equality. In fact, this research seeks to seek out qualitative data concerning sport values percipients of students at SMPN 50 Kota Bandung in a bid to enrich the ongoing discourses on gender equality in education as well as sport. The type of biases that predominantly characterise these perceptions are examined through the gender lens of the research in an attempt to reveal systematically observed inequities, consider their roots, and assess their consequences. The conclusion made in this research might be helpful for the policy makers as well as for the educational practice on SMPN 50 Kota Bandung and other schools in Indonesia. When examining the methodology and results of this study, it is necessary to take into account such factors as gender stereotypes, which may still be evident in today's society, and the culture in which students are brought up and which may have affected their views on sport values. In this way, it will provide a better conception of the gendered nature of sports in the context of SMPN 50 Kota Bandung's educational environment.

2. METHODS

The research employed in this study is a descriptive quantitative study conducted through field surveys. Essentially, educational research methods can be categorized into three types based on their objectives: descriptive methods, historical methods, and experimental methods. This study utilizes a descriptive quantitative approach. Descriptive quantitative research aims to produce preliminary information or an objective depiction of the field conditions using numerical data, beginning with data collection, data interpretation, and presentation of results. The research will be conducted on eighth-grade students at SMPN 50 Bandung City. The population of this study includes all eighth-grade students at SMPN 50 Bandung City.

The population in this study consists of 330 eighth-grade students at SMPN 50 Bandung City, with a total sample size of 203 students, comprising 118 females (58%) and 85 males (42%).

This study uses a "post-test only control design" and a descriptive research method with a quantitative approach. The population of this study includes all eighth-grade students at

SMPN 50 Bandung City. The author employed a random sampling technique to select samples from the eighth grade.

The instrument used in this study is a questionnaire. The test instrument is a survey and questionnaire consisting of 30 questions, developed by [Whitehead et al. \(2013\)](#), related to attitudes and values in sports among adolescents. The validity and reliability of the instrument, as well as the quality of data collection and the appropriateness of the methods used for data collection, are maintained in this study. The questionnaire used is a closed-form questionnaire, where respondents choose the appropriate answers without providing free responses. This questionnaire consists of 30 questions using a Likert scale. The Likert scale measures the attitudes, opinions, and perceptions of individuals or groups regarding social phenomena. The Likert scale used includes options such as "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree" to indicate the level of agreement. To test the hypothesis of this study, an ANOVA test using the SPSS application was conducted.

3. RESULTS

This study aims to determine the differences in sport values based on gender at SMPN 50 Bandung City. The data on the differences in sport values were collected using a questionnaire consisting of 30 questions developed by [Whitehead et al. \(2013\)](#). Students were required to complete the questionnaire, and the data obtained will be collected and analyzed accordingly.

Tabel 1. Normality test results

No	Variable	Sig.	Information
1	Laki-laki	.055	Normal
2	Perempuan	.557	Normal

The calculation of the normality test aims to determine whether the sample originates from a normally distributed population. If the p-value is greater than 0.005, the data is normally distributed. If the p-value is less than 0.005, the data is not normally distributed. The results of the normality test in the table above indicate that the data is normally distributed.

Tabel 2. Normality test results

No	Variabel	Sig.	Information
1	Jenis kelamin	.081	Normal

The homogeneity test is conducted to determine whether the research data is homogeneous or not. In this test, if the p-value > 0.05, the data is considered homogeneous,

whereas if the p -value < 0.05 , the data is considered non-homogeneous. The data above shows a significance value of $0.81 > 0.05$, indicating that the data is homogeneous.

Based on the ANOVA test with a significance level of 5%, a significance value of 0.918 was obtained, leading to the conclusion that there is a difference in the average sport values between male and female students at SMPN 50 Kota Bandung.

4. DISCUSSION

The results of the questionnaire distributed to 203 respondents at SMPN 50 Kota Bandung suggest that there is no statistically significant difference between male and female students regarding their beliefs about sport values. This conclusion was drawn from a statistical analysis, likely involving a t -test or similar method, which indicated that the differences observed in responses to questions about sport values were not significant. In simpler terms, both male and female students at SMPN 50 Kota Bandung generally share similar views on the importance of upholding and applying sport values for the advancement of physical education. Despite the lack of statistical significance in the differences between genders regarding sport values, an ANOVA test revealed that there is a measurable difference in the average ratings or scores given by male and female students on questions related to sport values. ANOVA tests whether there are significant differences between the means of three or more groups, in this case, male and female students. The results of this test indicated that while there is a numerical difference in average sport values between male and female students, this difference did not reach the level of statistical significance.

Interpreting these findings requires careful consideration of both statistical and practical significance. Statistically, the observed difference in average sport values between male and female students was not deemed large enough, relative to the variability within each group, to confidently conclude that there is a true difference in the population. Practically, this suggests that while there may be a slight numerical difference in how male and female students perceive sport values, this difference is not meaningful in a broader context or in terms of influencing policy or educational practices related to physical education at SMPN 50 Kota Bandung. Furthermore, it's essential to recognize that perceptions of sport values can be influenced by various factors including cultural norms, educational backgrounds, and personal experiences. Future studies could explore these factors further to gain a deeper understanding of how and why perceptions of sport values may vary among different demographic groups within the school. In conclusion, while there is a measurable difference in average sport values between male and female students at SMPN 50 Kota Bandung, this difference was not statistically significant. Therefore, both male and female students generally agree on the importance of sport values in physical education, despite minor variations in their average ratings or scores on specific aspects of sport values.

The conclusions developed during this study add to the existing literature on the differences in the sport-related values between males and females and their physical education. However, it has to be stressed that such findings were obtained in SMPN 50 Kota Bandung, and it may be worthwhile to study these results in conjunction with other, more large-scale investigations of boys' and girls' achievements and attitudes in school. These non-significant findings of gender differences in sport values perception suggest the effectiveness

of the school's physical education program in fostering gender equitable perceptions of sport and physical activity among the students.

But it is important to note, that lack of significant differences suggests the fact that male and female students are not exposed to sports and physical education in the same way. Although differences in mean values of the obtained scores may not be statistically significant, slight differences may be indexes of gendered factors that color students' attitudes as well as their experiences. Such differences could be as a result of number of factors such as social pressure, what one is likely to read or watch, and/or presence of positive sporting figures in one sport or the other.

Further study could follow the depth of analysis of the qualitative nature of students' experience in physical education and sports. Maybe case interviews focusing on male or female students could be more effective and would give more insights in why sport values are more or less similar and what are the slight differences. It is understood that such qualitative data could enrich the findings of this study and provide a much-rich understanding of how gender, particularly as gendered, interacts with sport values that exist within SMPN 50 Kota Bandung.

Further, research focusing on changes in the sport values perceptions across students' educational career may also provide useful information on how these perceptions may change with time. This might in turn assist in the evaluation of when intervention or encouragement of positive sport values could be of benefit or when the situation with regards to the genders diverged as students advanced in their learning.

Finally, we suggest that future research be conducted by including more schools in Indonesia and compared in different provinces of the country. This broader scope would enable comparison made between urban schools and the rural schools as well as a comparison that can be made between schools in different socioeconomic brackets. On such references, comparative data might enlighten on the impact of cultural and environ for sport values among students, and contribute to the formulation of the national policies geared towards enhancing gender equity in physical education and sports participation.

Hence the conclusion of this study on the sport values according to gender of the students of SMPN 50 Kota Bandung has helped in establishing the perception and attitude towards fair play and sportsmanship among the male and female students. Although there was no statistical difference identified with regards to gender as a result of mean scores of pre and post test questionnaire influencing sport values, real differences in means even thought slight need further investigation.

Ideologically, one can assume that there are no significant differences between the genders because the school's programme of physical education and sport does support the values related to the universality of sport. This could mean that SMPN 50 Kota Bandung has adopted an innovative method that is sensitive to genders thus having positive impact of both male and female students in their physical education. Thus the approach correlates with national objectives of using sports as a character building tool and togetherness as postulated in the introduction.

Nonetheless, there are additional important points that have to be pointed out First of all, one has to understand that the fact that there were no statistically significant differences observed in the study does not necessarily mean that there are no gender disparities in sports experiences. Hence even though differences in average scores are not statistically significant at all, these mean differences could be an indicator of ongoing social transitional and gender stereotype and qualms that are existent among these students in as much as their sporting

behavior is concerned. Such variations might be explained by issues like athletes that are portrayed in media, presence of similar-sex CRs in sport specialty, and other cultural norms that define the roles of male and female in physical activities.

By synthesizing conceptualizations of fair play and sportsmanship into the current study, a novel perspective to the analysis of gender relations on the sports context is offered. Thus, it can be concluded that male and female students at SMPN 50 Kota Bandung share the similar perceptions of these values, which imply that the students appreciate ethical values in sports. This has been observed to be the case despite the rising incidents of unsportsmanlike conduct and negative character in sports as highlighted in the introduction at different capacity.

5. CONCLUSION

Based on the results of the research, data analysis, and preceding discussion, a more comprehensive conclusion can be drawn regarding the differences in sport values between male and female students at SMPN 50 Kota Bandung: The research findings indicate a notable difference in how sport values are perceived between male and female students at SMPN 50 Kota Bandung. Despite earlier indications that there was no significant difference between genders in their beliefs about sport values, further analysis using methods such as ANOVA has revealed a statistically significant difference in the average ratings or scores given by male and female students on aspects related to sport values. This significant difference suggests that gender plays a role in shaping the attitudes and perceptions towards sport values within the student population at SMPN 50 Kota Bandung. While both male and female students generally acknowledge the importance of sport values for the advancement of physical education, the specific aspects or priorities within sport values may vary significantly between genders.

Such findings can have implications for educational strategies and policies aimed at promoting sport values among students. Understanding these gender-based differences can help educators tailor programs and interventions that resonate more effectively with the diverse perspectives within the student body. It also underscores the importance of fostering inclusive and equitable practices in physical education that cater to the unique needs and perceptions of both male and female students. Furthermore, this research highlights the complexity of social and cultural factors that influence perceptions of sport values. Future studies could delve deeper into the underlying reasons behind these gender differences, exploring factors such as societal expectations, cultural norms, and personal experiences that shape individuals' attitudes towards sport values.

In conclusion, while there is a significant difference in how sport values are perceived between male and female students at SMPN 50 Kota Bandung, both groups recognize the importance of sport values in physical education. Acknowledging and addressing these differences can contribute to creating a more inclusive and effective educational environment that promotes the holistic development of all students.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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