



Sports values in physical education for students: moral, competence, and status values

^{1abcde}Affan Yaumulhak* , ^{2ade}Amung Ma'mun , ^{2abc}Burhan Hambali , ^{2abcd}Syarifatunnisa , & ^{2abcd}Anira 

 Department of Physical Education, Health, and Recreation, Faculty of Sport Education and Health, Universitas Pendidikan Indonesia, Bandung, Indonesia¹

 Department of Sports Education, Postgraduate Programme, Universitas Pendidikan Indonesia, Bandung, Indonesia²

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ABSTRACT

Background: Sports values arise because of sports activities. These values have a positive impact on personal development. If physical education at school incorporates sports values, it becomes extremely significant. **Research Objectives:** The purpose of this study is to investigate the role of sports values in physical education. **Methods:** This research employed a quantitative descriptive method and was conducted at a high school in Bandung City. The participants were all school students, totaling 425 students, consisting of 193 male and 232 female students aged 15–17 years. The students completed the questionnaire in approximately 15 minutes. The study used a questionnaire to measure physical education sports values, specifically the Youth Sport Values Questionnaire-2 (YSVQ-2). Data analysis was performed using the SPSS program. We conducted statistical analysis and additional testing to investigate differences in the obtained means. **Findings/Results:** The research findings highlight a substantial disparity in average scores among sports values, with moral values emerging as the highest. This underscores the pivotal role of physical education in fostering moral development, achieved through active participation in game scenarios and facilitated by appropriate teaching methodologies. However, the successful internalisation of sports values and the holistic development of students extend beyond the confines of the classroom, involving significant contributions from parents and the broader environment. These external factors play a crucial role in shaping students' personalities, both within and outside the school environment. **Conclusion:** Future research endeavours should focus on designing and implementing structured and systematic sports values programmes to further enhance our understanding and implementation of sports values in physical education. These programmes should provide students with tangible opportunities to objectively observe and engage with sports values, thereby fostering their integration into both educational settings and the wider community.

Keywords: Sports values; physical education; sport; moral development

*Corresponding Author

 affan.hak17@upi.edu

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INTRODUCTION

Physical education in schools is not just a play activity that brings satisfaction and comfort to each student (Fröberg & Lundvall, 2021; Rocliffe et al., 2023). However, physical education is an integral part of the overall education system, where physical education utilises students' physical activity during learning (Sudarsinah, 2021). In terms

of physical activity, physical education has the potential to make a significant contribution to student development in domains such as physical, lifestyle, affective, social, cognitive (Fröberg & Lundvall, 2021; Zhang et al., 2023), and emotional development (Petrie & Clarkin-Phillips, 2018). Apart from that, physical education in schools also has the potential to deal with students' negative behavioural problems, which can be overcome through physical activities such as showing positive behaviour through sports values (Whitehead et al., 2013).

Sports values arise because of sports activities (Whitehead et al., 2013). Sport values are the principles that guide behaviour and support individual decision-making in various sports situations (Nascimento Junior et al., 2022). In this case, sport is not always about physical activity alone. Still, there are other aspects related to human activity that are natural, real, and logical, and not only that, but also include processes, ethics, psychology, and society (Whitehead et al., 2013). Sport is also a vehicle for perfecting personality and a means to develop attitudes, personalities, and behaviour based on strong moral values through sports values such as enthusiasm, sportsmanship, responsibility, caring, honesty, fair play, discipline, and cooperation, all of which are the basis for realising students' personalities positively in sports activities (Meo, 2019).

Physical education plays an important role in instilling sports values that shape students' personalities positively. Physical education can also contribute to actualizing and socialising the values of sport in education (Rocliffe et al., 2022). Physical education has meaning as an educational process that is carried out consciously and systematically through various physical activities (Muindi, 2022). The aim is to achieve physical growth, physical health, abilities and skills, intelligence, and harmonious development of character and personality to form quality humans (Mustafa, 2022). Likewise, the same thing applies to sports values, which can have an impact on the formation of quality character (Luo & Chen, 2023), have a positive effect on social interactions between students (Aditia, 2015; Sánchez-Alcaraz et al., 2020), and foster high attitudes of sportsmanship such as discipline, training enthusiasm, and obeying. Rules, as well as having tolerance and respect for friends and opponents playing (Marsheilla Aguss et al., 2022). Sports values have a positive impact on students at school and outside of school. In this case, physical education can teach the values of sports in schools because it can grow and shape students' personalities positively (Bronikowska et al., 2019; Burgueño & Medina-casaubón, 2020; Jacobs et al., 2013; Rocliffe et al., 2022; Whitehead et al., 2013).

However, sporting values are often put aside for team or personal interests, which can foster negative behaviour. In professional sports, conflicts often occur between players, such as cheating, unfair play, the use of prohibited substances, and others (DeSensi, 2014; Mortimer et al., 2021; Whitehead et al., 2013). Not only that, in amateur sports or competitions between students, conflict between players often occurs on the field (Thompson & Dieffenbach, 2016; Whitehead et al., 2013). In fact, several cases, such as brawls between students, bullying, and other negative actions, still often occur among students (Pradana, 2021). Apart from that, the crisis and decline in sports values also occurred because sports players' integration of sports values, including physical education subject educators, was very low (Meo, 2019; Munandar, 2023). This gave rise to responses from various parties who questioned the sports values in the physical education learning process because they were not in accordance with the expected implementation of sports values (Meo, 2019).

Various European countries have conducted several similar studies (Danioni et al., 2017; Görgüt & Tutkun, 2018; Kumar, 2017; Whitehead et al., 2013). In contrast, several studies have explored similar themes in Indonesia (Aditia, 2015; Arifin, 2017; Meo, 2019).

However, the analyses in Indonesia relied more on literature reviews, which showed the positive influence of sport on students' personalities (Arifin, 2017; Meo, 2019). Likewise, research in Indonesia highlights the application of positive sporting values in social interactions in secondary schools (Aditia, 2015). However, no one has specifically investigated sports values in physical education or used questionnaires to measure them. This research fills a significant gap by providing insight into the profile of sport values in physical education, an area not previously explored. In addition, this study also serves as a reference base for future research in this area. Teachers can use these findings to better understand and teach the value of sport in physical education, which benefits secondary school students. Therefore, this study sought to analyse the profile of sport values in physical education among secondary school students, with an emphasis on their novelty, urgency, and potential impact.

METHOD

This research used a quantitative descriptive method using survey methods. The survey method is to obtain and collect data, which is then described based on the circumstances (Wahyudi et al., 2019). To collect data, this research used a questionnaire. A questionnaire is a question written to obtain information from respondents.

Participant

This research was conducted at one of the high schools in Bandung City. This data collection received permission from one of the high schools in Bandung City, where the school agreed that its students should participate in this research. Then, the researcher was assisted by all the teachers teaching at that time to distribute questionnaires to their students. Participants in this research were all students from the school. There were 425 students involved in filling out the questionnaire, consisting of 193 male students and 232 female students aged 15-17 years. Students work on the questionnaire for approximately 15 minutes.

Measurement

To measure sports values in adolescents, they were measured using the Youth Sport Values Questionnaire-2, which has been translated into Indonesian for this research. This questionnaire was developed by Martin J. Lee, Jean Whitehead, and Nick Balchin in 2008 to measure sports values in youth in England (Lee et al., 2008; Whitehead et al., 2013). The questionnaire consists of 13 items with validity ranging between 0.65 and 0.91 and reliability equivalent to $\alpha = 0.95$ (attached). The questionnaire is divided into three subscales: moral values (5 items), competency values (4 items), and status values (4 items). The questionnaire was administered on a 7-point scale ranging from -1 (this idea is the opposite of what I believe) to 5 (this idea is extraordinarily important to me).

Tabel 1. Questionnaire Sport Values

Indicator	Question
Moral	I try to be fair
	I do what I am told
	I show good sportmanship
	I always play properly
	I help people when they need it
Competence	I improve my performance
	I become a better player
	I use my skills well
	I set my own targets
Status	I show that I am better than others

Indicator	Question
	I win or beat others
	I am a leader in the group
	I look good

Data Analyst

Data were analysed using SPSS software for statistical data, including the mean, standard deviation, and percentage. Then proceed with the data normality test to see the normality of the data so that data processing can be continued using the Kruskal-Wallis test to see the real average difference in each data point.

RESULTS AND DISCUSSION

The results of the data collection were then analysed descriptively to see the distribution of the results of the questionnaire that had been given.

Table 2. Average Sport Values

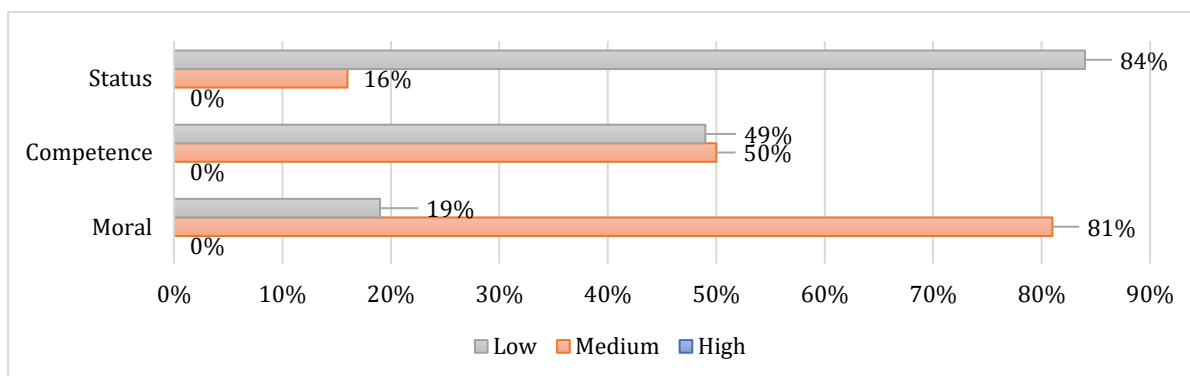
Indicator	Average	Std Dev
Moral Values	16.46	4.54
Competence Values	12.34	4.17
Status Values	7.24	4.78
Total	12.02	5.87

Based on Table 1 above, you can see the average value of each sports value indicator. The average sports score obtained for moral values was 16.46. Then, the average sports score on the competency scale was 12.34. Furthermore, the average sports value in the status value is 7.24. Thus, it can be concluded that the average application of sports values in physical education is moral, with an average value of 16.46.

Table 3. Frequency Distribution of Sport Values

Indicator	Low		Medium		High	
	F	%	F	%	F	%
Moral Values	82	19	343	81	0	0
Competence Values	212	50	213	50	0	0
Status Values	357	84	68	16	0	0

Based on Table 2 above, it can be seen that each sports value indicator is in its respective level category. It is known that moral values obtained by a percentage of 19%, or as many as 82 students, were in the low class; in the medium type, the figure obtained was 81%, or 343 students, while in the high type, the figure obtained was 0%, or 0 students.



Graph 1. Sport Values Percentage

Then, the competency score in the low category obtained a percentage of 50%, or 212 students; in the medium category, the percentage was obtained at 50%, or 213 students; and in the high category, the percentage was obtained at 0%, or 0 students. Furthermore, the status score in the low category obtained a percentage of 84%, or 357 students; in the medium category, the percentage was 16%, or as many as 68 students; and in the high category, the percentage is 0%, or 0 students. Then, the status score in the low category obtained a percentage of 84%, or 357 students; in the medium category, the percentage was 16%, or as many as 68 students; and in the high category, the percentage was 0%, or 0 students.

Table 4. Normality Test Results

Indicator	Shapiro-Wilk		
	Statistic	df	Sig.
Moral Values	.98116.5	425	.000
Competence Values	.97812.3	425	.000
Status Values	.985	425	.000

After carrying out the Shapiro-Wilk normality test, it was found that the three sport value indicators obtained a Sig value of 0.000 (< 0.05). Thus, in the Shapiro-Wilk normality test, the data above is significantly not normally distributed.

Table 5. Homogeneity Test Results

Levene Statistic	df1	df2	df3
3.672	2	1272	.026

Based on the homogeneity test results in Table 4, the Sig value is $0.26 > 0.05$. So, the three indicators of sports value in this comparison are the same or homogeneous. Based on the results of the normality test above, the data does not meet the requirements of the ANOVA test. So, data analysis was continued with the Kruskal-Wallis test to determine the average difference between the three sports value indicators.

Table 6. Kruskal Wallis Test Results

	Sport Values
Cho-Square	519.770
df	2
Asymp. Sig.	.000

The results of the Kruskal-Wallis test in Table 5 show significant differences between moral values, competence, and status. This difference can be seen from the sig obtained. < 0.05 . The resulting significance value is 0.000, where $0.000 < 0.05$. So H_0 is rejected, and H_a is accepted. Thus, this research accepts hypothesis H_1 . This fact shows the differences between the three indicators of sports value: morals, competence, and status. Physical education and sports are complex learning because this learning can build and shape positive personality development in students through physical activities and sports (Bronikowska et al., 2019; Burgueño & Medina-casaubón, 2020; Iswanto & Widayati, 2021; Jacobs et al., 2013; Koh et al., 2016).

The findings in this study reveal that the average difference in moral values is higher than the average difference obtained in competency scores and status scores. This is because physical education and sports can encourage moral development by placing students in play situations to act during game situations using a teaching style that allows students to do so (Schwamberger & Curtner-Smith, 2019). The biggest lesson when the game takes place is that students can play fairly, respect opponents, and accept the results when the game is over; the most important thing is to participate fairly and with dignity,

not the individual who wins or loses (Whitehead et al., 2013). This statement further convinces us that physical education and sports are effective learning methods that can optimally improve and shape secondary school students' moral and ethical personalities (Burgueño & Medina-casaubón, 2020). In contrast to competency values and status values, in the findings of this research, the average difference is lower than moral values.

This finding also aligns with the statement (Bronikowska et al., 2019), which states that students comply with recommended physical activity, but 70% show low moral competence. He continued that parents are the most influential factor in moral development across levels of competence and gender (Bronikowska et al., 2019). Teachers are only involved when learning is taking place or only at school. However, parents and the environment have more influence on interactions with parents and, in this case, the value of status. This is because time constraints are the main challenge that hinders learning and transferring value into learning (Koh et al., 2016). It can be concluded that these sports values have different levels of average differences in physical education. However, moral values have a significant average difference from competency values and status values. In this way, moral values can influence students' development in physical education and sports at school.

This is also in line with the statement (Freire et al., 2018) that the main goal taught by physical education and sports teachers is that moral values take priority over other values that can be taught in sports. This statement further strengthens the findings that moral values can influence students' personalities when learning physical education and sports at school. The development of sports values also does not occur automatically for students, but these values must be organised, constructed, and transformed into the basic structure of students' reasoning (Aditia, 2015; Schwamberger & Curtner-Smith, 2019). Apart from that, several factors influence this development. This is because the environment that brings them in is the most influential on the development of students' personalities.

CONCLUSION

Based on the research findings, it is evident that moral values exhibit the most significant disparity between competence and status values. This discrepancy underscores the pivotal role of physical education and sports in fostering moral development. By immersing students in active play scenarios and employing teaching methodologies that facilitate action, physical education becomes a catalyst for moral growth. The infusion of sports values into the educational framework profoundly influences students' moral compass, both within the school environment and beyond. However, the effectiveness of this approach depends not only on pedagogical strategies but also on support from parents and the wider societal environment. Collaborative efforts among all stakeholders are essential to effectively instill sports values in students, both within and outside the school setting. Yet, this study is not without its limitations. It relies solely on subjective perceptions gathered through questionnaires, thus failing to capture the real-world application of sports values in physical education. Therefore, future research endeavours should focus on implementing structured and systematic programmes aimed at integrating sports values more comprehensively into students' lives. By doing this, we can fully realise the transformative potential of sports in shaping moral values, not only within educational institutions but also within the broader community.

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