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Sports culture and sportsmanship: A comparative- correlational survey of general high school and vocational school students

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Abstract

The improvement of sports culture theoretically includes not only values, habits and active participation in sports, but also facilities and infrastructure designed by humans to support the embodiment of these values, habits and active participation. Therefore, the study of sports culture is not only related to sports competence and sports culture, but also the noble values of sports, namely sportsmanship not gamesmanship. The sample of this study was 2304 students from general high schools and vocational high schools throughout Indonesia. Data were analyzed using four analytical techniques, namely: descriptive statistics, single average t-test, independent two-group average test, and correlational techniques. The findings show that Indonesian youth sports culture meets the eligibility criteria, while their level of sportsmanship is below the eligibility criteria. There is no difference in sports culture between high school and vocational high school students, but there is a difference in sportsmanship between the two groups. The empirical data supports the conclusion that the higher the sports culture, the lower the level of sportsmanship.

Keywords: Sports culture, sports orientation, sportsmanship, general high school, vocational high school

1. Introduction

There are at least two main objectives to be achieved through compulsory Physical Education subjects at all levels of schooling in Indonesia, namely: acquisition of knowledge, skills and habits of sports and physical activity for physical fitness and psychological well-being towards a good living, and acquisition of attitudes, values and noble personality as a provision to live a good life. This view is in line with Law Number 3 of 2005 concerning the National Sports System, that national sports function to develop physical, spiritual and social abilities, as well as to shape the character and personality of a dignified nation.

The state's concern for sports issues is enormous as can be seen in Government Regulation Number 86 of 2021 concerning the grand design of national sports. The Minister of Youth and Sports Zainudin Amali, on various occasions emphasized the three big goals of the grand design of national sports, namely: (1) increasing the sports culture in society, (2) increasing capacity, synergy, and productivity of national sports achievements, and (3) advancing the economy sports-based national.

Increasing the active participation of the community in sports is the core goal of physical education and sport. Currently the participation of the Indonesian people in sports is only 32%, and the fitness level is 24% ^[1], the level of sports participation and fitness level is very low.

There are several strategies that can be taken to increase participation in sports. The most classic approach is the psychological approach, which distinguishes between intrinsic motivation and extrinsic motivation. Children who grow up in families with an interest in sports increase the motivation to participate in sports organized by clubs ^[2]. The motivation for physical exercises in Asia, is reported to be strongly influenced by intrinsic motivation, especially social cognitive beliefs and intentions ^[3].

The second approach is the pedagogical one, Sport Education Model (SEM) as studied by ^[4]. The third approach is the policy approach, or what is known as the impact of policy on active participation in sports. The best examples of this approach are the implementation of physical distancing policies to reduce physical activity in general, and active participation in sports in

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particular ^[5]. The last approach, which seems also interesting and important to do is the cultural approach, thus giving birth to the term sport culture ^[6].

Sport culture is the patterned behavior of a group of people in carrying out sports activities. This sporting habit can be in the form of recreational sports for fun or competitive sports to prepare for competitions. Sports activities in schools are mostly educational sports that encourage students to be active in sports and prioritize the improvement of students' physical fitness. This is important for the students continue doing sports outside of school or after school becomes a priority.

Applying the concept of culture, we place individual behavior, namely behavior and active participation in sports, as a variable formed by three components: (a) ideology, which refers to beliefs, knowledge and guiding values of human life, (b) social organization, which refers to the order and activities used by humans to interact with each other, and (c) technology, which refers to activities and objects made and used by humans to manipulate the world of things ^[7].

Although sport culture is at the core of participation in sports, it should be differentiated between active participation in sports, and receptive participation in sports. The first, participation means contributing to sports activities. Second, participation means doing sports. The third means being a spectator or supporting a sports team. In the first sense, for example, research has been conducted to examine the determinants of community participation in the development of sports tourism in the area of Sipin Lake, Jambi City ^[8].

A person's decision to do sports can be influenced by financial resources, skill level, social support and accessibility to sports infrastructure and facilities. Lack of sport programs or availability of training can impair their commitment ^[9]. There is also strong evidence that sports participation increases pro-social behavior and reduces crime and anti-social behavior, especially for young men ^[10]. On the other hand, at the interpersonal and organizational levels, support from friends, parents, and teachers is a positive predictor of students' physical activity participation ^[11].

The importances of physical education is not only related to physical activity and fitness, but is more broadly related to the overall educational goals and contributes to individual life. The implementation of physical education must lead to the overall educational goals ^[12]. Sportsmanship, as noble character should be an orientation in physical activity and physical education in general. Sports orientation is a view that underlies a person's thoughts, concerns or tendencies towards sports activities.

It is true that when physical learning is directed at promoting students' learning in the cognitive, psychomotor, and affective domains, the use of competitive activities as a learning experience is questioned. Competition in school can hinder learning and provide negative traits (such as cheating and violence) ^[13]. Students who fail in competition experience a decrease in self-esteem and self-confidence ^[14, 15, 16] thus experiencing a decrease in motivation in learning ^[14]. Sports competitions can spur motivation to develop self-potential, but can influence the ego to cheat under the pretext of pursuing victory.

Sportsmanship mainly refers to virtues such as justice, self-control, courage, and persistence ^[17]. This is associated with the interpersonal concept of treating others fairly, being able to control oneself when dealing with others and respecting opponents.

Gamesmanship is more oriented towards the goal of victory, performing various ways and tactics to gain an advantage in

games or sports to achieve the goal of victory by ignoring the rights of others by manipulating the existing rules. The results of Jamshidi's research ^[18] reveal that athletes, who have winning orientation, desire to win and avoid defeat; they evaluate success in comparison to others. They are goal oriented, focus on achieving goals and interested in performing well.

There are 4 elements in sportsmanship. The four elements of sportsmanship are often presented as good form, the will to win, equity and fairness. All four elements are essential and must be balanced so that true sportsmanship can be illustrated ^[17]. Since every sport is bound by rules, the most common violation of poor sportsmanship is the act of cheating or breaking the rules to gain an unfair advantage. This is called unsportsmanlike behavior ^[19]. If the athlete ignores the elements of sportsmanship, it will cause problems. These elements can also lead to conflict, as one may want to win more than playing in fairness and justice and thus results in clashes in the aspect of sportsmanship. This will cause problems because the person believes they are good sportsmen, but they defeat the purpose of this idea because they ignore two key components of sportsmanship. When the athlete is too self-centered, sportsmanship becomes low ^[20]. He or she must win the game despite ignoring sportsmanship.

As revealed by Bachel and Beverly ^[21] some popular examples of sportsmanship are shaking hands, helping opponents from their fall, encouraging everyone to cheer, clapping or making loud noises and being respectful to everyone including teammates, opposition, parents and officials. In sports competitions, it is not just a matter of winning or losing, but of sportsmanship that must be upheld. This is in line with Josephson's opinion ^[22] that sportsmanship can be manifested in various ways depending on the game itself or the culture of the group.

Schools have a role in increasing students' participation in sports, encouraging and forming adolescents' attitudes to do sports. As revealed by ^[9], schools are the main contributors to the increase in youth participation in physical activity and more specifically when they enter secondary school. Schools through PE teachers teach students physical education and sports which have an impact on sports habits outside of school.

The advantage of competition is to increase sportsmanship, moral development, motivation, and prepare students for the "real world"; students prefer competitive activities to build self-confidence and motivation ^[15, 16]. Moreover, sport is part of our social and cultural structure, having commercial power that makes it a powerful force in the world, for good and for bad ^[23]. Success and achievement is a person's orientation towards the dominance of competitiveness to be able to be better ^[24, 25] so that the value of competitive sports in schools is needed ^[26].

Responding to a number of practical and theoretical problems, this study will answer the following questions: Does the sports culture of high school students meet the criteria for a good category? Does the sports orientation of high school students meet the criteria for the good category? Are there differences in sports culture between general high school students and vocational students? Is there a difference in sports orientation between general high school students and vocational students? Is there a relationship between sports culture and high school students' sports orientation?

2. Material and Methods

Based on the design used, this research is classified as a

comparative-correlational survey. The survey refers to the characteristics of from whom and how the data is collected. Comparative refers to the analytical technique of comparing means with established criteria, as well as comparing means from two independent groups. Correlational refers to the analysis aimed at ascertaining the relationship between sport culture variables and the sport orientation of Indonesian youth.

By applying the probability proportionate to size cluster sampling technique, the number and distribution were obtained as follows:

Table 1: Regional Clusters of Indonesian Youth Schools*

School Area Cluster	Population	Percentage	Sample
Java	151,648,000	60.6	1396
Kalimantan	16,430,000	6.8	157
Maluku and Papua	7,418,000	4.2	97
Nusa Tenggara and Bali	15,152,000	6.0	138
Sulawesi	19,748,000	9.1	209
Sumatra	59,192,000	13.3	307
Total	269.588.000	100	2304

It was deemed unnecessary to test the normality of the distribution, as the sample was large enough and the distribution had been proportionalized based on the size of the sub-population of each cluster.

The sports culture inventory used in this study was adapted from the Development of an Inventory for Measuring Sporting Culture^[27]. The sportsmanship scale was developed based on the Introduction to the Spirit of Sport Values^[28]. The analysis of all measuring items of sports culture and sports orientation showed that the instrument meets the validity

requirements. The reliability test of the sports culture measuring instrument (α Cronbach 0.894) and the sports orientation instrument (Cronbach 0.829) showed that both instruments met the reliability requirements.

The procedure for analyzing the data for the first two research questions follows the discrepancy evaluation model, with a test of one mean against the standard^[29]. All statistical coefficient calculations in this study were carried out using: (1) Microsoft Excel for editing, sorting, encoding, and simplifying the data downloaded from online questionnaires (Google form output), and (2) SPSS for Windows Release 23.00).

3. Result and Discussion

Empirical data on sports culture and sports orientation in this study can be presented briefly as shown in table 2.

Table 2: Descriptive Statistics of the Variable

Variable	N	Mean	Std. Deviation	Std. Error Mean
Sport Culture	2.304	222.11	46.102	.960
Sports Orientation	2.304	76.08	24.834	.517

Analysis of the hypothesis which states that there is a significant difference between the mean of sports culture of Indonesian youth and the criteria for the category of good sports culture, results in a mean empirical sports culture score of 222.11. The criterion for a good category of sports culture is 206. With an empirical t coefficient of 16,771 and a df of 2303, the difference in the mean and the criterion of 16,108 is declared significant.

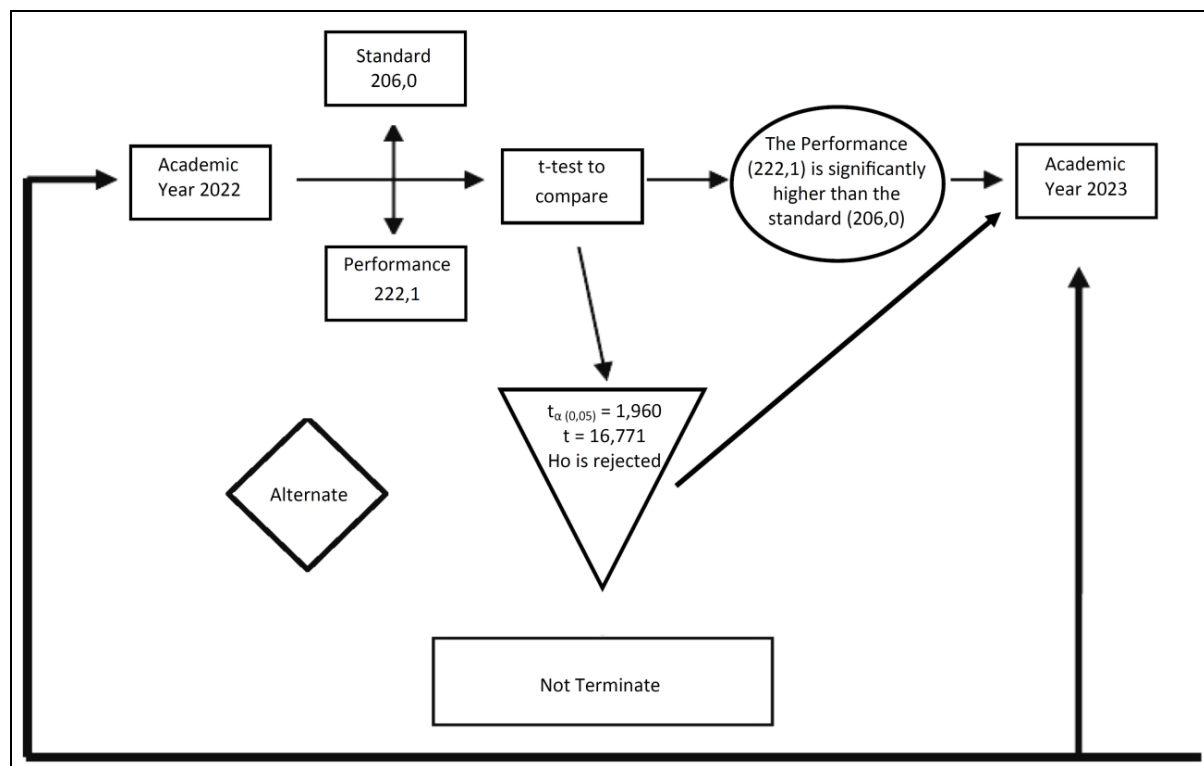


Fig 1: The Congruence between standards and performance of youth sports culture

The overall results of the analysis for the problems and hypotheses about this sports culture can be presented in the discrepancy evaluation model as shown in Figure 1. Therefore, it was decided to reject the null hypothesis, accepting the alternative hypothesis. There is a significant

difference between the mean scores of Indonesian youth sports culture and the criterion for the category of good sports culture.

Analysis of the hypothesis which states that there is a significant difference between the mean score of sports

orientation of Indonesian youth and the criteria for a good sports-oriented category, results in a mean empirical sports orientation score of 76.00. The criterion for the good category of sports orientation is 110. With an empirical t coefficient of

-65.564 and a df of 2303, the difference in the mean with the criterion of -33.921 is declared significant, with the empirical mean lower than the criterion.

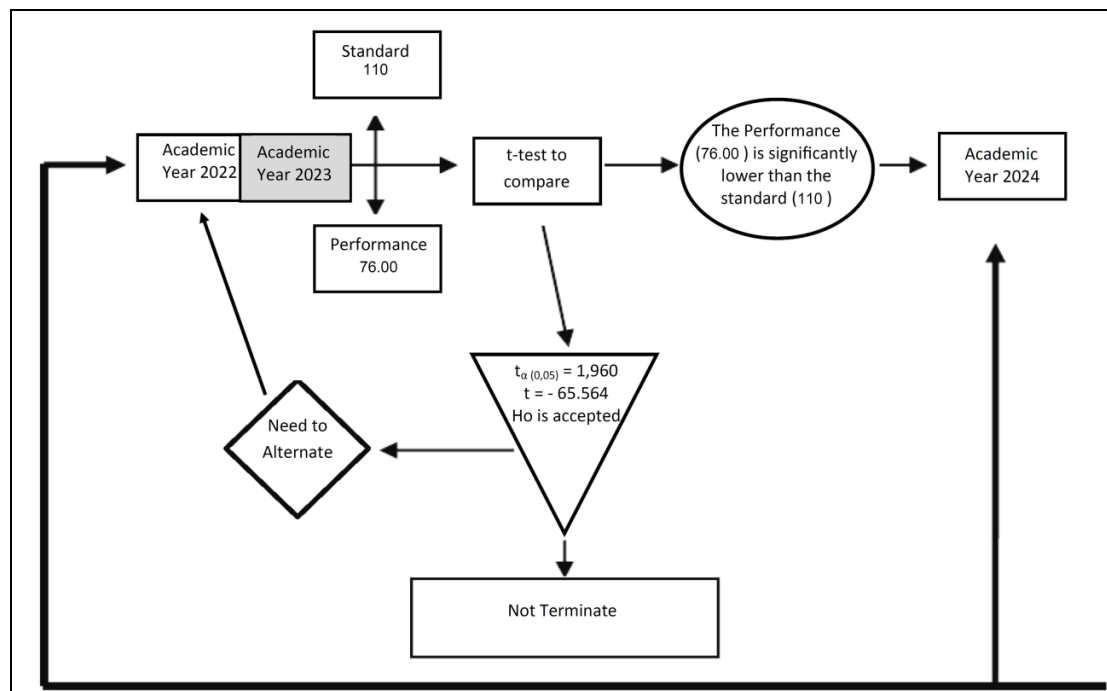


Fig 2: The Discrepancy between standards and performance of youth sportsmanship

The overall results of the analysis for the problems and hypotheses about youth sports orientation or sportsmanship can be presented in the discrepancy evaluation model as shown in Figure 2. Therefore, it was decided to reject the null hypothesis, accepting the alternative hypothesis. The average sports orientation score of general high school and vocational high school students is lower than the good criterion.

The results of the two-mean difference test, between general high school and vocational school students, for sports culture and sports orientation variables, are presented in table 3.

Table 3: Difference between two means (General School vs Vocational School Students)

Variable	t	p	α	Conclusion
Sport Culture	-1,019	0,308	0,05	No difference
Sport Orientation	4,845	0,000	0,05	Difference

The analysis of the hypothesis which states that there is a difference in sports culture between adolescent students of general high school and vocational high school, resulted in the mean empirical score of sports culture of general high school youth of 220.98, and the mean empirical score of vocational youth sports culture of 222.95. The empirical t-coefficient is -1.019, while the t-table is 1.960, with a significance level of 0.05, so the probability is $p(0.308)$. It was decided to accept the null hypothesis, and reject the alternative hypothesis. Thus, there is no significant difference in sports culture between adolescent general high school students and adolescent vocational students.

Analysis of the hypothesis which states that there is a difference in sports attitudes between adolescent students of general high school and vocational high school, resulted in a mean empirical score of sports attitudes for general high school youths of 78.97 and a mean empirical score of 73.92 on sports attitudes of vocational students. The t-count

coefficient obtained is 4.845, while the t-table coefficient is 1.960, with a significance level of 0.05, so the probability is $p(0.000)$. It was decided to reject the null hypothesis, accepting the alternative hypothesis. There is a significant difference in sports orientation between adolescent general high school students and students of vocational high school.

Analysis of the hypothesis which states that there is a relationship between sports culture and sports orientation among Indonesian youth who are currently studying at general high school, both general and vocational, results in an empirical correlation coefficient (r) of -0.404, while the critical value of $r_{\alpha 0.05}$ is 0.062 with a probability of 0.000. It was decided to reject the null hypothesis, accept the alternative hypothesis, with a negative relationship direction. There is a significant negative relationship between sports culture and sports orientation among Indonesian youths who are currently studying in general high school, both general and vocational. The higher the sports culture of the students, the lower their commitment to *sportsmanship*.

In general, research findings which in a certain perspective are also an assessment of the success of PE among high school youth, although in terms of sports culture is concluded to have met the criteria well, must be noted that these findings are only based on self-reports, responses to questions, and are not derived from either cross-sectional or longitudinal observations. Therefore, the conclusion is highly questionable.

The increase in violations, cheating, and even violence both in the sports field and outside the field, has increased the need for *noble character* education in schools. It's not easy, but must be done. Paradoxically, among adolescents who actively participate in formal competitive sports, the desire for gamesmanship is evident.

Indeed, the concept of sportspersonship as an expression of the ideals of morality in sport has been interpreted in various

ways from different perspectives. In general, sportsmanship refers to virtues such as fairness, self-control, courage, and perseverance^[30], and has been associated with interpersonal concepts of treating others and being treated fairly, maintaining self-control in dealing with others, and respecting authority and opponent. However, in everyday practice, the concept of sportsmanship has been stifled, from the realm of ethical goodness (ethics), only to the realm of behavioural politeness (etiquette).

The shallowing of the concept of ethical kindness into mere politeness of etiquette is even more evident when, for example, we enter the word sportsmanship into Google search engine. Immediately, the most common image to appear is an athlete shaking hands with, or helping an opponent to his feet after a fall. In reality, such photos often occur and are taken after the athlete helping is the one who deliberately knocked him or her down. Therefore, what happens is that the violation of sportsmanship ethics is covered with sportsmanship etiquette behavior. Again, this happens because the desire or drive to win (gamesmanship) of athletes is much greater than the drive to be right and good (sportsmanship) among participants in formal sports.

If we review the literature, there are studies that examine the relationship between sportsmanship and personality traits such as empathy, violence, aggression, and patience. In this study, low sportsmanship was found to be associated with high sports culture. Moral dilemmas in sporting events or competitions are indeed very hidden that they are not even perceived as moral dilemmas.

For example, one of the questions that was answered not in accordance with the value of sportsmanship regarding who should be responsible for enforcing the rules in the match. It turned out that most of the respondents answered that it was entirely the responsibility of the referee.

Overall, the low value of sportsmanship appears due to disorientation among PE teachers. Excessive attention to competitive formal sports and the absence of teaching that there is no true victory without honesty, has marginalized other ideals of physical education, especially sportsmanship, functional informal physical activities, and non-formal-recreational sports for the sake of physical fitness, psychological well-being and noble human character.

There are very important policy and practical implications from the findings of this study, namely: the need for study and development so that PE is oriented to five main goals (*Pancacita PJOK*), namely: (1) optimizing physical literacy, (2) developing interest in recreational sports, (3) scouting competitive sports talent, (4) acculturating an active lifestyle and (5) fostering noble character through exercise and sports.

4. Conclusion

Several conclusions were successfully obtained in this study. First, there is a significant difference between the mean score of sports culture of Indonesian youth and the criteria for the category of good sports culture. This means that the sports culture of Indonesian youth is good. Second, there is a significant difference between the mean score of sports orientation of Indonesian youth and the criteria for the good sports-oriented category. This means that the noble character as taught in physical education and sports has not been successfully achieved. The sports orientation of Indonesian youth does not meet the criteria for the good category, in the sense that they are very likely to pursue the victory of the team they are defending or themselves.

Third, there is no difference in sports culture between

adolescent students of general high school and vocational high school. This means that learning physical education and sports in all types of high schools has succeeded in fostering a sports culture. Fourth, there are differences in sports orientation between adolescent students of general high schools and vocational high schools. This means that the activities and atmosphere of learning physical education and sports in general high school environments are more successful in fostering sportsmanship attitudes than vocational high schools.

Fifth, there is a relationship between sports culture and sportsmanship orientation among Indonesian youth who are studying in general high school, both general and vocational. This means that the higher the sports culture of the students, the lower their *sportsmanship*. In general, learning physical education and sports at general high school and vocational high school has not been functional as a character learning strategy, especially sportsmanship.

Based on all the findings and conclusions of the study, an important agenda for future research is an assessment in the context of developing physical education and sports learning strategies that not only succeed in improving an active lifestyle in sports, but also in developing a noble character in sports. The main theme of the follow-up studies and developments is "Freedom to learn and exercise, towards a capable, fit, happy and friendly Indonesia".

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