

## A study of universal values of sports in high schools based on ethnicity

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### ABSTRACT

**Problems:** Sports in high school are not just physical exercise; they also teach values that will shape students' behavior and personalities in the future. Sports shape one's character and ethics significantly through teaching universal values such as discipline, sportsmanship, honesty, and teamwork. Due to its diverse ethnic population, Indonesia faces its own difficulties in incorporating the universal values of sports into its education system. **Purpose:** Therefore, it is important to conduct research on the universal values of sports at the high school level from an ethnic perspective to understand the socio-cultural dynamics that occur in Indonesia. **Methods:** The research instrument used was a questionnaire. The study involved 261 high school student respondents, consisting of 97 Lampung ethnicities and 164 non-Lampung ethnicities, aged between 14 and 18 years. The instrument was to measure the universal values of sport, which consisted of six assessed components. **Results:** Analysis of the Mann-Whitney u test showed that the sig (2-tailed) value of 0.325 was greater than 0.05, indicating that there was no significant difference in the distribution of universal sports values between the two ethnic groups Lampung and Non-Lampung. **Conclusion:** Following up on the findings of this study, diverse cultural perspectives are essential for educational programs and approaches objectives, methods, and research results.

**Keywords:** universal values, sport, ethnicity

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### Introduction

Sport has long been recognized as a powerful tool to shape character, maintain health, and help youth integrate socially (Bailey, 2006). Sports in senior high school (SMA) is not just physical exercise; it also teaches values that will shape students' behavior and personality in the future (Gould & Carson, 2008). A positive environment is also necessary for the learning process in order to instill values, because if not, problems will occur that will hinder the application of the values learned (Gumilar, 2024). Sport significantly shapes a person's character and ethics through teaching universal values such as discipline, sportsmanship, honesty, and teamwork. These values also build social and psychological skills that are beneficial in everyday life (Marheni et al., 2022). However, in a multiethnic society such as Indonesia, the universal value of sports may differ depending on the culture of the students (Dagkas & Benn, 2006).

Due to its diverse ethnic population, Indonesia faces particular difficulties in incorporating the universal values of sport into its education system (Suryadinata et al., 2003). All ethnic groups have different cultural customs, habits, and values, which can affect how they view and participate in sporting activities (Coakley, 2021). Therefore, it is important to conduct research on the universal values of sports at the high school level from an ethnic perspective to understand the socio-cultural dynamics that occur in Indonesia.

Studies show that sport and physical education programs do not always help young people develop the positive traits and universal values of sport (Hastie & Wallhead, 2016), (Pennington, 2017). Since most adolescents are intrinsically motivated to play sports and since sports attract a large number of people, youth sports are considered a great place to teach life skills and values (Gould & Carson, 2008).

This research utilizes a collection of theories from cultural anthropology, cross-cultural psychology, and the sociology of sport to understand how sport shapes social and cultural identity (Coakley, 2021). In contrast, cross-cultural psychology helps analyze how cultural backgrounds influence people's perceptions and actions

towards sports (Berry et al., 2011).

Previous research has shown that the values embodied in sport can vary across cultures. For example, a study conducted by (Dagkas & Benn, 2006) While research in the UK shows that multicultural values and inclusiveness are emphasized in physical education, there is little research that specifically studies the universal value of sport in the context of ethnic diversity in Indonesia.

In Indonesia, several studies have been conducted on the values of sport in education. Research (Maksum, 2009) showed that sports can improve student traits such as honesty and cooperation. Meanwhile, a study conducted by (Winarno, 2012) revealed that sporting values such as fair play and sportsmanship still need to be improved in physical education in schools. However, both studies have not specifically looked at how ethnic differences may affect the understanding and implementation of universal sporting values.

Since adolescents are building identities and values that they will carry with them as adults, this study concentrates on high school students. Erikson's psychosocial development theory states that adolescence is an important phase in identity formation, which includes cultural and social identities (Erikson, 1968). Therefore, gaining an understanding of how high school students from different ethnic backgrounds interpret the universal values of sport can offer a useful understanding of the process of identity and value formation in multicultural Indonesian society.

This research is important because it will help us gain a better understanding of how the universal values of sport are changing in multicultural education in Indonesia (Banks & Banks, 2019). The research findings can also be used as a basis for developing more effective strategies to incorporate the universal value principle of sport into the daily lives of students from different ethnic backgrounds (Marshall & Hardman, 2000).

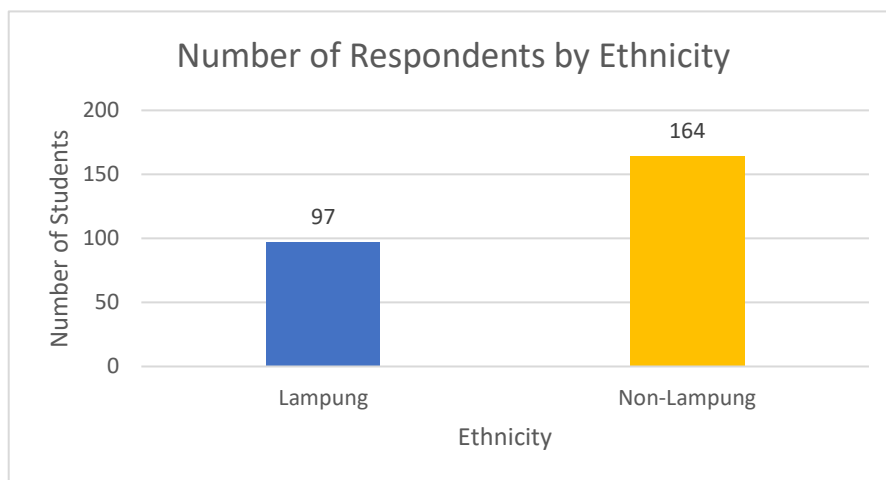
**Method**

This research uses a quantitative descriptive approach. The research instrument used was a questionnaire developed (Juhrocin, 2023) in his dissertation, which is a series of questions systematically designed to collect information about the understanding and application of universal values of sport seen from an ethnic perspective. The study involved 261 high school student respondents, consisting of 97 Lampung ethnicities and 164 non-Lampung ethnicities, aged between 14 and 18 years. The instrument was to measure the universal values of sport, consisting of six assessed components, namely fair play, problem solving, communication, teamwork, discipline, and leadership. Data was collected by visiting high schools in Lampung. As Indonesia is ethnically diverse, it was of interest to the author to determine the understanding and application of universal values of sport in high schools based on Lampung and non-Lampung ethnicities.

**Result**

After the data collection procedure, the following is an overview of the results of the study, which includes respondents based on ethnicity. This can be seen in Figure 1, which shows the results of respondents from both ethnic groups, Lampung as many as 97 people and non-Lampung as many as 164 people.

Figure 1. Number of Respondents by Ethnicity



Furthermore, the data obtained will be analyzed using SPSS Statistic 27. The purpose of this study

is to compare the universal values of sports between Lampung ethnic students and non-Lampung ethnic students in senior high school. The analysis was conducted using the Mann-Whitney U test and conducted with SPSS.

Table 1 shows data on universal sports values based on ethnicity. The Lampung ethnic group with 97 respondents has a mean of 464.464 and std.dev 56.2985, while the non-Lampung ethnic group with 164 respondents has a mean of 455.829 and std.dev 49.0398.

Tabel 1. Data on Universal Values of Sport

	Etnis	N	Mean	Std. Deviation
Universal Values of Sport	Lampung	97	464,464	56,2985
	Non-Lampung	164	455,829	49,0398

The results of the Kolmogorov-Smirnov and Shapiro-Wilk normality test analyses are addressed in Table 2. Getting a sig value of 0.001 less than 0.05 indicates that the data distribution for both groups is not normal.

Table 2. Analysis Test of Normality

	Etnis	Kolmogorov-Smirnov			Shapiro-wilk		
		Statistic	df	Sig.	Statistic	df	Sig
Universal Values of Sport	Lampung	,135	97	<,001	,922	97	<,001
	Non Lampung	,096	164	<,001	,958	164	<,001

Because the assumption of normality was not met, the non-parametric Mann-Whitney U test was performed. The test results in Table 3 show that the sig (2-tailed) value of 0.325 is greater than 0.05, which indicates that there is no significant difference in the distribution of universal sports values between the two Lampung and non-Lampung ethnic groups.

Table 3. Analysis Independent Samples Mann-Whitney U Test

Nilai-Nilai Universal Olahraga	
Mann-Whitney U	7374,000
Wilcoxon W	20904,000
Z	-,984
Asymp. Sig.(2-tailed)	<b>,325</b>

**a. Grouping Variable: Etnis**

**Discussion**

The results of the analysis show that there is no significant difference in the universal values of sport between Lampung and non-Lampung ethnic groups; although the Lampung ethnic group has slightly higher average values, this difference is not large enough to be considered statistically significant. These findings suggest that the universal values of sport tend to be consistent between the two ethnic groups, meaning that ethnicity may not have a significant influence on the perception of the universal values of sport in the region studied.

Research emphasizes the importance of incorporating diverse cultural perspectives into educational programs and methods (Banks, 2015). According to this theory, students' academic achievement and their cross-cultural understanding can be improved through education that is responsive to cultural diversity (Banks & Banks, 2019). Explores how physical education engages with the intersectionality of race, ethnicity, and social class, emphasizing how important it is to use culturally sensitive approaches in sports instruction and programs (Dagkas, 2018). Ethnic identification may influence sport choices and levels of participation, highlighting the importance of considering cultural components in encouraging the sport participation of youth from diverse ethnic backgrounds (Syed et al., 2018).

In the context of the universal values of sport, (Whitley et al., 2016) investigates how school-based sports programs can promote social integration and cross-cultural understanding among students from different

ethnic backgrounds. Study (Hartmann & Kwauk, 2011) focuses on how sport can serve as a tool for social development and peace, with a focus on how the universal values of sport can be applied in cross-cultural contexts. Research by (Maksum, 2009) Examining how sports values can be incorporated into the educational curriculum to enhance character development. These programs work best when these values are explicitly incorporated into the curriculum and reinforced through training practices (Harvey et al., 2014). A student-centered and culturally sensitive approach can help students from diverse ethnic backgrounds better participate in sports and increase their participation (Jeanes et al., 2019). Study by (Winarno, 2012) further study how physical education contributes to building character and a sense of nationalism in Indonesian schools.

However, it should be noted that this research has several limitations, including unequal data distribution and sample size. Despite these limitations, the findings of this research still have validity in understanding the perception of universal values of sport between Lampung and non-Lampung ethnic groups, especially in teaching universal values of sport, applied equally to all ethnic groups.

Schools promote social homogenization by teaching universal values without regard to ethnic background; this makes education an effective tool for bringing people together. This confirms that high school education is effective in teaching the same values to all students, regardless of their ethnic background.

### Conclusion

In this study, the comparison of universal sports values between ethnic Lampung students and non-Lampung students in senior high schools was studied. The research results show that there are no significant differences between Lampung and non-Lampung ethnic groups in understanding and applying universal sports values. Through the findings obtained in this research, diverse cultural perspectives are very important for educational programs and approaches. Students from different ethnic backgrounds can gain social understanding and integration through school sports programs. Additionally, it is hoped that they will gain a better understanding of how cultural background influences how to interpret the universal values of sport.

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