

Universal values of sport in senior high school: A comparative study between rural and urban areas

Burhan Ali ^{1*}, Agus Gumilar ¹, Tri Martini ¹, Amung Ma'mun¹, Syarifatunnisa¹

¹ Physical Education, Health and Recreation Study Program, Faculty of Sports and Health Education, Universitas Pendidikan Indonesia, Bandung, INDONESIA.


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ABSTRACT

Problems: There are significant disparities in access to sports facilities, physical education teacher qualifications, and extracurricular programs between rural and urban schools. **Purpose:** The purpose of this study is to compare the universal values of sports between students from rural areas and students from urban areas in senior high school. **Methods:** Quantitative descriptive was used in this research with the survey method. This research was conducted using questionnaires as instruments. The study involved 151 high school student respondents; there were 71 students from rural areas and 80 students from urban areas, aged between 14-18 years old. The instrument in this study has 6 indicators and 73 question items, including problem solving, communication, teamwork, discipline, leadership, and fair play, which aims to assess the understanding of universal sports values among senior high school students. **Results:** The data collected was analyzed using an independent sample t-test with SPSS. The results showed the value of Sig. (2-tailed) > 0.05, meaning that there is no significant difference in the distribution of understanding of values between groups of students from rural and urban areas. Seen in the mean value of rural areas, 451.48, and the mean value of urban areas, 446.63. **Conclusion:** To follow up on the findings in this study, it is expected to take a larger and more diverse sample to get a more comprehensive picture of the influence of the environment on universal sports values.

Keywords: Universal Values, Sport, Regional Demographics, Geography

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Corresponding Author:

Burhan Ali

Physical Education, Health and Recreation Study Program, Faculty of Sports and Health Education
Universitas Pendidikan Indonesia, Bandung, INDONESIA.

Email: burhanali10@upi.edu

Introduction

Sports not only provide benefits for physical health but also build character, discipline, and cooperation (Kustoro et al., 2024; Rusdin et al., 2023). Character development and the formation of constructive social values are greatly helped by sports, especially among teenagers (Harvey et al., 2014). In addition, sports can also teach values such as honesty, tenacity, and fighting spirit that are important in everyday life (Pradipta, 2015; Romas, 2019). Principles and ideas that are considered important are referred to as universal values of sport and are useful in all sport settings, regardless of the specific sport or cultural context (Jonsrud, 2018). These values also build social and psychological skills that are beneficial in everyday life (Marheni et al., 2022). Emphasizing universal values in sport can help promote a positive and inclusive environment, foster good sportsmanship, and improve the overall experience for athletes, coaches, and spectators (Purnomo et al., 2024).

Universal values in sport are an important aspect that should not be overlooked (Chairiyah, 2017). Universal values are defined as moral and ethical principles applied to physical and spiritual activities (Hossain, 2023). Values such as fair play, cooperation, honesty, discipline, and the spirit of sportsmanship are examples of the universal values of sport that are considered important in individual character building (Maksum, 2009; Soedjatmiko, 2015). Through sports, one can learn about how to overcome failure, improve performance, and build strong character (Rusdin et al., 2023; Salahudin, 2022). This values-centered education program helps athletes develop a strong moral compass, promoting fair play, respect, and inclusiveness (Whitehead et al., 2013). Thus, by understanding and engaging with the universal values of sport, we can improve ourselves as human beings and have a beneficial impact on our surroundings (Santoso & Dauwi, 2023). Therefore, it is important for us to recognize and appreciate the universal values of sport (Yati & Santoso, 2022).

Regional demography is the study of a region's population, including information on population size, age structure, gender, education level, etc (Widya et al., 2024). The implementation of universal values of sport in the formal education environment is inseparable from various factors that influence it, including differences in characteristics between rural and urban areas (Harvey et al., 2014). Research conducted by Hardman et al (2014) showed that there are significant disparities in access to sports facilities, physical education teacher qualifications, and extracurricular programs between rural and urban schools. This gap has the potential to affect how the universal values of sport are understood and implemented by students in both regions (Morgan & Hansen, 2008).

Study conducted by McKenzie dan Lounsbery (2014) revealed that students in urban areas tend to have a more theoretical understanding of sporting values, while students in rural areas develop a more practical and contextual understanding. Demonstrating that differences in regional characteristics also impact how values such as competition, cooperation, and sportsmanship are interpreted and practiced by students. Previous research has made important contributions to understanding the role of sport's universal values, both through their implementation in physical education and their influence on individual character and attitudes. Research by Juhrodin et al (2023) and Yaumulhak et al (2024) emphasizes the importance of physical education as a medium for moral and character building, while the findings from Melindasari et al (2023) showed a significant correlation between sport universal values and attitudes, particularly in the context of athletes. In addition, research conducted by Iturbide-Luquin and Elosua (2017) revealed differences in sporspersonship values by gender and sport type, suggesting that demographic and social aspects may influence the internalization of these values. While these findings provide great insight, no study has specifically compared universal sport values based on rural and urban demographics among high school students.

This study is important because it seeks to fill the gap by exploring the differences in the understanding of universal values of sport in students from two different regions. Therefore, the purpose of this study is to compare the universal values of sport between students from rural areas and students from urban areas in senior high schools. The results of this study are expected to provide recommendations for the development of a more inclusive physical education curriculum, as well as support character-based education policies across different demographic contexts.

Method

This study used a quantitative descriptive approach that aimed to identify the universal values of sport in students from rural and urban areas in senior high school. The method used is a survey method using a data collection instrument in the form of a questionnaire. The research instrument used in this study, namely a questionnaire developed by (Juhrodin et al., 2023). This study involved 151 high school student respondents, 71 students from rural areas and 80 students from urban areas, aged between 14-18 years. The instrument in this study had 6 indicators and 73 question items, including problem solving, communication, teamwork, discipline, leadership, and fair play, which aimed to assess the understanding of universal values of sport among high school students. Data collection procedures through visits to one of the high schools in Lampung by providing questionnaires via Google Form to respondents.

Result

After the data collection procedure, the following is an overview of the results of the study, which includes respondents by region. This can be seen in Figure 1, which shows the results of respondents from 71 rural area students and 80 urban area students.

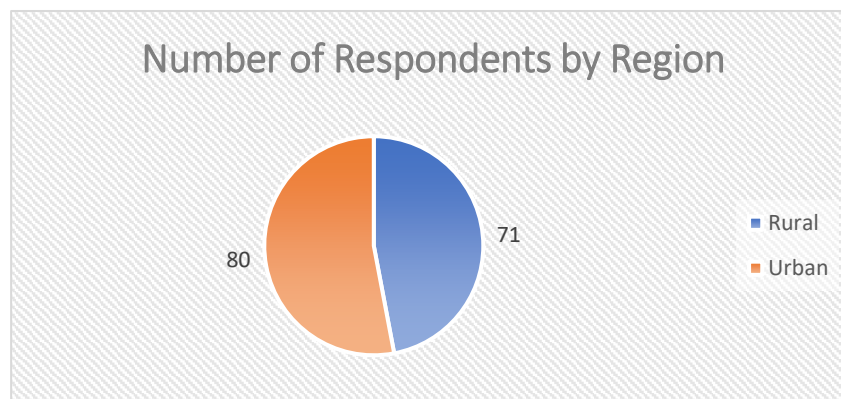


Figure 1. Demographic of Respondents Based on Region

Furthermore, the data obtained will be analyzed using SPSS Statistics 27. This analysis aims to compare the understanding of universal values of sport in students from rural and urban areas. The analysis was conducted with independent sample t-tests, which were conducted using SPSS.

Table 1 shows data on understanding of universal values of sports based on region; students from rural areas with 71 respondents have a mean of 451.48 and std. dev. 40.593, while students from urban areas with 80 respondents have a mean of 446.63 and std. dev. 36.650.

Table 1. Data on Understanding Universal Values of Sport

	Demographic Region	N	Mean	Std. Deviation
Universal Values of Sport	Rural	71	451,48	40,569
	Urban	80	446,63	36,650

The results of the Kolmogorov-Smirnov normality test analysis are shown in Table 2 with Sig. > 0.05, which indicates that the data distribution for both groups is normal.

Table 2. Analysis of Data Normality Test

Kolmogorov-Smirnov		
Statistic	df	Sig
,062	71	,200
,072	80	,200

The results of the independent sample t-test analysis, in Table 3, show the value of Sig. (2-tailed) > 0.05, meaning that there is no significant difference in the distribution of understanding of universal sports values between groups from rural and urban areas. Seen in the mean value of rural areas, 451.48, and the mean value of urban areas, 446.63.

Table 3. Independent Sample T-test Analysis

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Universal Values of Sport	Equal variances assumed	149	,441	4,854
	Equal variances not assumed	142,045	,444	4,854

Discussion

The results of the analysis showed that there was no significant difference in the understanding of universal values in sport between students from rural and urban areas in high school. This finding suggests that sport universal values have relatively consistent characteristics among both groups of rural and urban students, meaning that geography may not have a significant influence on universal values in sport in the studied environment. This is reinforced by the findings Whitehead et al (2013) who found that basic understandings of values such as sportsmanship, fair play, and cooperation tend to have similar interpretations across different social contexts.

In this study, the findings indicate that the understanding of universal values of sport, such as cooperation, sportsmanship, and responsibility, may be more influenced by formal education factors and a uniform physical education curriculum rather than regional demographic differences. This is in line with the theory of character education, according to Lickona (1992) Character education is an educational process that involves not only the teaching of knowledge but also the formation of personality through values such as honesty, responsibility, and respect. The formation of character and moral values in schools depends largely on

the integration of these values in the curriculum, not just the geographical context.

Research conducted by Juhrodin et al (2023) supported these findings by showing that the integration of sport's universal values in physical education can enhance students' character development, regardless of their geographical background. This result is also supported by Melindasari et al (2023) who found a significant correlation between sport values and athlete behavior in various regions. Thus, a well-designed physical education curriculum can be a major factor in equalizing the understanding of sport values between groups..

Furthermore, although there was no significant difference in the understanding of universal values between the two groups, other factors such as lifestyle and daily habits may also influence how the values are applied in students' lives (Holt et al., 2017). Students in rural areas may be more engaged in physical activity compared to those in urban areas, who tend to be more exposed to sedentary lifestyles (Harahap et al., 2013; Sulaeman & Haeril, 2024). Therefore, while the understanding of universal values is similar, the actual application of those values may differ between regions.

However, although the results of this study showed consistency in the understanding of universal values of sport between the two groups, there are some limitations that need to be noted, including the use of a limited sample that may not be fully representative of the wider population. In addition, other factors such as socio-economic background, previous sport experience, and education level may also influence the results of this study but were not analyzed in depth. Therefore, further research should be conducted with a larger and more diverse sample to obtain a more comprehensive picture of the influence of environment on universal sports values.

Conclusion

In this study, comparative universal values of sport in students from rural and urban areas were studied. The results showed that there was no significant difference in the understanding of universal values of sport between students from rural and urban areas. Through the findings obtained in this study, it shows that the understanding of universal values of sport, such as cooperation, sportsmanship, and responsibility, is more influenced by the uniformity of the physical education curriculum rather than the geographical context or demographics of the area. In addition, the findings of this study contribute to understanding the factors that influence sport universal values and provide a basis for developing more inclusive and character-based physical education policies. Further research in this area is expected to help continue with a larger and more diverse sample to get a more comprehensive picture of sport universal values among students.

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