

The integration of the universal values of sport into physical education: Positive Youth Development (PYD) framework

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Abstract

Universal sports values contain noble values taught in life and applied in every sports activity. For the value given to sports to be taken and applied, especially in the physical education process, to support the development of students' adolescent character, this study aims to integrate the universal values of sports into the seven spheres of physical education learning materials to encourage positive adolescent development. The research method used is quantitative, with a quasi-experimental design. The sampling technique uses purposive sampling techniques, with certain considerations from researchers, including students who do not participate in extracurricular sports, with 60 students. The instrument used was a questionnaire of 73 items designed to measure a universal scale of sports scores with validity tests obtained less stable scores = 0.254. Data analysis techniques describe statistical data, normality tests using Shapiro Wilk, homogeneity tests using Leene tests, and hypothesis testing using paired sample t-tests. The result of this study is that the universal values of sport can be well integrated into every physical education lesson in schools. Students can develop social and emotional skills fundamental to success by utilizing these principles in life inside and outside school. Incorporating these values can also help young people cope with the demands of competitiveness and focus on personal growth, not just winning or losing. To achieve the goals of Positive Youth Development, the universal values of sports must be incorporated into the curriculum of physical education and sports learning.

Keywords: Universal sports values, physical education and sports, positive youth development, junior high school.

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INTRODUCTION

Physical education is education delivered through physical activity that aims to foster aspects of physical fitness, movement skills, critical thinking skills, social skills, emotional stability, moral action, elements of a healthy lifestyle, and awareness of environmental cleanliness through

activities that are carried out regularly to meet educational goals (Lund et al., 2010). Physical education is a crucial component of all education. Physical education is a medium where all potential in children will be developed based on their respective abilities. The abilities mentioned above need to be developed holistically to become the foundation of the child's growth and development from time to time. This is in line with the Positive Youth Development (PYD) program, which is a concept that aims to develop positive potential in youth through positive interventions that involve various aspects of life (Shek et al., 2019). PYD focuses on the positive development of youth, emphasizing their strengths and providing opportunities to learn and develop through positive experiences (Vierimaa et al., 2018).

Positive character skills are essential for adolescents because they can help them become strong and productive leaders in the future (Allan et al., 2017). Adolescents with good social skills can interact effectively with others, build positive relationships, and lead groups better (J. V Lerner et al., 2013). In addition, adolescents with a strong sense of responsibility and the ability to work well with others can significantly contribute to group work and their social environment. This will help them reach their full potential and positively contribute to society (Newland et al., 2019). In the PYD approach, youth are seen as a valuable resource who can actively change their lives and the environment around them (Burkhard et al., 2020). Some of the main principles of the PYD approach include providing support and opportunities for youth to develop their abilities and skills, facilitating their active participation in meaningful and positive activities, and promoting positive values (Santos, Camiré et al., 2019).

Developing positive adolescent character through positive sports experiences is also essential (Bates et al., 2021). In recent years, many studies have shown that sports can positively impact adolescents' physical and mental health (Doré et al., 2020; Hiremath, 2019; Yun, 2018). However, not all sports experiences produce positive effects. In several

cases, negative sports experiences can trigger problems such as aggressive behaviour, low self-esteem, and social anxiety in adolescents (Camiré et al., 2022; Newman et al., 2021; Santos, Gould, et al., 2019).

Therefore, developing sports programs that can help youth build positive character traits and universal sporting values through positive experiences is essential. One approach that can be used is the PYD program. Previous research has revealed that learning life skills can occur implicitly in sports programs that focus on teaching sport-specific skills (Bates et al., 2021). However, research conducted by Lower-Hoppe et al., (2022) suggests that a structured sports program designed to teach life skills may be more suitable for encouraging positive youth development outcomes when compared to an accidental sports program.

Research on integrating the universal values of sport into physical education and sports learning in the context of PYD can provide insight into practical strategies for developing positive character traits in youth through sports. This research can provide a basis for developing more effective sports programs to help youth build strong positive character traits and universal sporting values. The importance of facilities to help youth build positive character and universal sporting values is critical because adolescence is a critical transitional period (Ma'mun, 2019). However, in recent years, there has been concern about the limitations of sports and physical education programs in helping youth develop positive character traits and universal sporting values. Several studies have shown that sports and physical education programs are not always effective in helping youth build the positive character and universal values of sports (Hastie & Wallhead, 2016; Pennington, 2017). Therefore, exploring how sports and physical education programs can be integrated with PYD programs to help youth build strong positive character traits and universal sporting values is essential. This research can provide insight into the critical role of physical education and sport in helping youth develop positive character traits and universal sporting values. This can assist the development of more effective sports and physical education programs to

help youth build strong positive character traits and universal sporting values through PYD programs.

METHOD

The research method used is quantitative with a Quasi-Experimental design, which is used to evaluate the impact of an intervention or treatment on a group without using randomization (Fraenkel et al., 2012). At the same time, the research design used was the Matching Pretest-Posttest Control Group Design, namely the type of experiment that was considered good because it met the requirements. The instrument used is a questionnaire consisting of 73 items designed to measure the universal value scale of sport. The research design used was a matching pretest-posttest control group design with one type of treatment. The population of this study was students with an average age of 13-14 years, as many as 127 junior high school students in Ciamis District, Ciamis Regency, West Java Province, consisting of 75 male students and 52 female students. The sampling technique used is non-probability sampling through purposive sampling by considering certain criteria. Researchers want to ensure that the selected sample meets the standards set to maximize research validity by selecting a homogeneous sample type from a purposive sample. The characteristics of this sample were chosen because they have the same requirements or characteristics. The requirement is that some students do not participate in sports or extracurricular activities and are at least involved in physical activities. Researchers asked students questions about their involvement in physical activities at school and outside of school. After going through the selection system, a total of 60 students were obtained, which were then divided into two groups by taking lots; students who got odd serial numbers entered group A, and those who got even numbers entered group B with each group consisting of 30 male students male and female in each group.

The dependent variables in this study were O1 and O2, measured before and after treatment. The experimental class was given the treatment of implementing universal sports values into physical education

within the framework of Positive Youth Development (PYD) for three months. The meeting frequency follows the schedule of physical education lessons at school once a week. During the research process, students were observed directly using observation sheets to determine student progress regarding the understanding of sports values applied in the school environment to everyday life.

Research programs are developed and integrated into every material within the scope of physical education, including games and sports, development activities, gymnastic activities, rhythmic activities, water activities, outdoor education, and health. Whereas the control group was given physical education lessons as usual, using only a few learning models without integrating the universal values of sport. So that later it will be seen how the application of physical education learning is integrated with the universal values of sports, with none at all. The research process was carried out for one semester, and this was done to observe more deeply how the universal values of this sport can be implemented in students' academic and non-academic lives. Before and after being given treatment, all subjects or participants in the study filled out a questionnaire consisting of 73 items designed to measure a universal sports value scale. Participants were first collected to be briefed by the researcher to provide an overview of the questionnaire given. Then, the researcher accompanied the participants in filling in to explain each statement item to the participants to make it easier to fill in and interpret each statement's intent. The results of the questionnaire validity test obtained a less stable score = 0.254, so the data was declared valid, and the reliability test showed a Cronbach alpha score of 0.848. Continuing the integration of the universal values of sports in physical education and sports learning programs, the authors adopted a questionnaire from (Opstoel et al., 2020), which consists of 23 subscales that can describe values as follows:

- 1 Cooperation-Sports learning can teach the importance of collaboration between individuals and groups in achieving common goals.

- 2 Communication-Through sports, students can learn effective communication skills to facilitate coordination and cooperation among team members.
- 3 Respect for the rules-The importance of respecting the rules and regulations in sports and daily life.
- 4 Problem-solving - Sports can teach students skills in problem-solving and creatively finding solutions.
- 5 Understanding - Through sports, students can better understand differences and diversity among individuals and cultures.
- 6 Connection with others - Sports can help students build positive relationships with others, both within and outside the sports environment.
- 7 Leadership - Sports can help students develop important leadership skills in daily life and future careers.
- 8 Respect for others - Sports can help students learn and appreciate diversity and expand tolerance for differences among individuals and cultures.
- 9 Value of effort - Sports can help students understand the importance of hard work and effort in achieving goals.
- 10 How to win - Sports can help students learn how to achieve victory in a sportsmanlike and integrity way.
- 11 How to lose - Sports can also help students understand how to handle defeat gracefully and maintain a spirit of learning and growth.
- 12 Fair play - Sports teach students to play with honesty, fairness, and sportsmanship.
- 13 Sharing - Sports can help students learn the meaning of sharing and caring for others.
- 14 Self-esteem - Sports can help boost students' confidence and help them develop a positive view of themselves.
- 15 Trust - Sports can help students build trust in others and their teams.

- 16 Honesty - Sports can help students learn to speak honestly and openly about themselves and their failures.
- 17 Self-respect - Sports can help students understand the importance of having respect and compassion for themselves.
- 18 Tolerance - Sports can help students expand their tolerance for differences in culture and individuals.
- 19 Resilience is crucial in sports and daily life because it helps individuals face challenges and difficulties better. Through learning programs that integrate universal sports values, students can be trained to become more resilient and build their mental toughness in facing various situations that may arise.
- 20 Teamwork is also crucial in sports because it can help students develop the ability to work together and understand the importance of collaboration in achieving goals. Students can learn to work together and respect each other through programs that integrate universal sports values.
- 21 Discipline is the key to success in sports and daily life. Learning programs that integrate universal sports values can help students build discipline in following rules and becoming more responsible.
- 22 Confidence can help students achieve success in sports and daily life. Through learning programs that integrate universal sports values, students can be trained to build their confidence and develop the ability to pursue their goals.
- 23 How to manage competition - an important value that can be integrated into physical education and sports learning programs. Students can learn to overcome pressure, set realistic goals, and focus on personal growth rather than winning or losing.

In this study, data processing was carried out quantitatively using descriptive and inferential statistical techniques. After testing the validity and reliability beforehand, the next step is to process the data from the questionnaire from 60 students by tabulating the data using Microsoft Excel 2013 software. Statistical prerequisite test to ensure that the data

meet the assumptions of normality (Shapiro-Wilk) and homogeneity (Levene test) using SPSS software version 20.

After the data is known to be normal and homogeneous, the next step is to test the hypothesis using the t-test, namely the paired sample t-test. The results of testing this hypothesis are used to see whether there is a significant difference between the pre-test and post-test results between group A (treatment) and group B (control) on the universal sports score scale. This data analysis is expected to provide valid and reliable results in proving the research hypothesis. The results of this research are expected to contribute to developing physical education and sports learning programs oriented towards Positive Youth Development (PYD) and universal sports values.

RESULT

This research aims to cover the application of the universal values of sport in physical education and sports within the framework of Positive Youth Development (PYD). So that the research hypothesis can be formulated as follows: H₀: There is a significant difference between the average score of the development of universal sports values in the physical education and sports learning group with the integration of universal sports values compared to the average score of the group that was only getting physical education and sports learning without the integration of the universal values of sport.

In this hypothesis, the study will compare the average score of the development of universal sports values between two groups: the group that receives physical and sports education learning with the integration of universal sports values and the group that only receives physical education and sports. Learning without the integration of universal sporting values. The hypothesis states significant differences between the two groups regarding developing universal sports values.

Table 1. Statistical description

		Mean	N	Std. Deviation	Std. Error Mean
Experiment	Pre-test	230.8333	30	7.38163	1.34770
	Post-test	304.7333	30	5.97658	1.09117

Control	Pre-test	199.0012	30	8.22301	1.56623
	Post-test	200.1920	30	7.94423	1.50211

The analysis results in Table 2 show that the average score in the experimental group was 230.8333 for the pre-test, and the average score for the post-test increased to 304.7333. In addition, the standard deviation in the pre-test is 7.38163, while in the post-test, it is 5.97658. The uncertainty of the average score on the pre-test and post-test data is calculated using the average standard error. The average standard error in the pre-test was 1.34770, while in the post-test, it was 1.09117. The average score in the control group was 195.0012, and the post-test average score increased to 204.1920. The standard deviation in the pre-test is 8.22301, while in the post-test, it is 7.84423. The average standard error in the pre-test was 1.56623, while in the post-test, it was 1.40211. The lower the average standard error, the higher the confidence in the measured average score. So the data is significantly different from the average data on the pre-test and post-test.

Table 2. Hypothesis testing

		f	t	df	Sig. (2-tailed)
Eksperiment	Pre-test	1.960	40.998	58	.000
	Post-test				
Control	Pre-test	3.760	6,157	58	.067
	Post-test				

The test analysis used is the independent sample t-test, which determines whether there is a mean difference between two independent groups or two unpaired groups with the intention that the two data groups come from different subjects. Based on the results of the data in Table 3 above, it can be seen that the results of calculating the average difference in pre-test and post-test data for the two sample groups on the results of the questionnaire obtained the Lavene test for the similarity of variance of 1,960 for the experimental group and 3,760 for the control group. The t-test results for the average similarity were 40,998 for the experimental group and 6,157 for the control group. For the sample t-test P-value of 0.000, which means it is smaller than 0.05, means that H0 is rejected. With these data, it can be proven that there is a difference between the average scores on the pre-test and post-test results in the experimental group.

Whereas in the control group, the P-value of the sample t-test was 0.067, which means it was greater than 0.05, meaning that H₀ was accepted. In other words, there is no difference between the average pre-test and post-test scores in the control group. Based on the results of this analysis, the treatment given to the experimental group subjects can significantly increase the score on the post-test compared to the pre-test. Whereas in the control group, there was no significant difference between the scores on the post-test compared to the pre-test. This suggests that the intervention effectively improved the conditions observed in the subjects.

DISCUSSION

The data analysis above shows that the P-value in the experimental group is 0.000, which means it is less than 0.05, and in the control group, it is 0.067, which means it is greater than 0.05. So with this, the experimental group using sports and physical education program learning integrated with the PYD program can make more significant changes in assisting youth in building sports' character and universal values compared to the control group. This is because the experimental group focused more on material that contained the scope of learning in physical education, including games and sports, development activities, gymnastic activities, rhythmic activities, and water activities. From this material, the researchers included the PYD program to strengthen children's foundations in sports to build positive values in sports. However, the most striking difference was in the control group, which was only given physical education lessons as usual as contained in the curriculum designed by the school, which was dominated by games and sports only. So this is what causes the exploration of children in learning motion to be very minimal.

The results of this study are expected to be a reference for physical education (PE) teachers and trainers to pay more attention to universal values in sports so that teenagers have more positive characters from an early age. Positive character for sports actors must continue to be integrated with every subject at and outside of school. Because the environment can affect the good and bad of a person's character ([Muhtar](#)

et al., 2019, 2020). Adolescents are more easily influenced by their friends than when they were children. This means that parental influence is getting weaker. Adolescents behave and have different pleasures and even contradict the behaviour and pleasures of the family (Brière et al., 2018). Therefore, a design that requires them to always be in a positive direction is necessary.

Adolescent involvement in PE is the forerunner of children's growth and development in the future, meaning that PE is an essential foundation for children to continue to grow and develop as a whole, both motors and psychologically. Positive youth development (PYD) is integral to delivering children to build positive character, which is expected to follow national education goals. All adolescents have the potential to develop positively, successfully, and healthily according to the PYD perspective in adolescence (Holt, 2016). Combined with the right resources, all youth can develop their talents and skills, consistent with PYD's approach to working with them. When adolescents have positive interactions with peers, adults, and institutions in their lives, PYD is considered to be the most effective (R. M. Lerner, 2017; Lower-Hoppe et al., 2022). The PYD program recognizes that every youth is different and that developmental issues affect them differently. PYD is a holistic approach to understanding child development through sports experiences (Preston et al., 2021). Research R. M. Lerner, (2017) proves that PYD is an approach to youth practice development that emphasizes maximizing strengths and developing potential in all adolescents. Through PYD, the values of sports philosophy are universally taught and implemented, not just a concept, but are embodied in everyday life both on and off the field. The universal values of sports are important to be taught early in every physical education subject; this will foster a better child's character. So it is only natural that PYD is one of the programs that can develop life skills and success for young people (Hemphill et al., 2019).

CONCLUSION

Based on the research results above, it can be interpreted that the positive youth development (PYD) program has been significantly able to apply the universal values of sports through physical education and sports. Integrating these values can help young people overcome competitive pressures and focus on personal development. Therefore, the universal values of sports must be applied in everyday life so that someone can be assisted in developing their psychosocial competence. Because previously positive character had been built solidly through the positive youth development (PYD) program.

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