



Integration of Sportsmanship and Cooperation Values through Physical Education

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Abstract: This research aims to analyze the integration of sportsmanship and cooperation values through physical education in elementary schools. The study employed a mixed-method approach combining qualitative observations and quantitative assessments of student behavior and attitude changes. Data were collected from 120 elementary students aged 9-12 years across three different schools in Jakarta over a 6-month period. The research utilized pre-test and post-test designs to measure changes in sportsmanship attitudes and cooperative behavior through structured physical education programs. Results indicate that well-designed physical education curricula significantly enhance students' sportsmanship values ($p < 0.05$) and cooperation skills ($p < 0.01$). The integration of traditional games, team sports, and character-building activities proved most effective in developing these values. Students showed improved respect for rules (78% increase), fair play behavior (65% increase), and teamwork skills (82% increase). The study concludes that physical education serves as an effective medium for character development, particularly in fostering sportsmanship and cooperation among elementary students. These findings provide empirical evidence for curriculum developers and educators to prioritize character-integrated physical education programs.

Keywords: sportsmanship, cooperation, physical education, character development, elementary education

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INTRODUCTION

Physical education has long been recognized as more than just physical skill development; it serves as a fundamental platform for character building and social value formation (Sartinah, 2018). In contemporary educational contexts, the integration of moral values through physical activities has become increasingly important as schools seek holistic approaches to student development. The concept of sportsmanship encompasses fair play, respect for opponents, acceptance of victory and defeat gracefully, and adherence to rules and regulations (Yuliawan, 2016).

Cooperation, as a complementary value, involves the ability to work effectively with others, share responsibilities, communicate constructively, and contribute to collective goals (Bahrul, 2014). These values are particularly crucial in elementary education, where foundational character traits are established and refined. Research has consistently demonstrated that physical education provides unique opportunities for developing these character traits through structured activities, competitive scenarios, and collaborative challenges (Wijaya, 2017).

The Indonesian education system emphasizes character development through various subjects, with physical education holding a special position due to its inherently social and competitive nature (Santoso, 2019). However, the systematic integration of sportsmanship and cooperation values requires careful curriculum design, appropriate teaching methodologies,



and consistent implementation strategies. Many educators struggle with balancing physical skill development and character education within limited class time (Pratama, 2018).

Previous studies have explored individual aspects of character development through physical education, but limited research has specifically examined the integrated approach to developing both sportsmanship and cooperation simultaneously (Kusuma, 2020). This gap in literature necessitates comprehensive research to understand how these values can be effectively cultivated through well-designed physical education programs.

The significance of this research extends beyond academic interest, as Indonesia faces increasing challenges related to social cohesion, respect for diversity, and collaborative problem-solving among its youth (Maharani, 2019). Physical education, being universally accessible and naturally engaging for children, presents an ideal vehicle for addressing these societal needs through systematic character development.

This study aims to examine the effectiveness of integrated physical education programs in developing sportsmanship and cooperation values among elementary students. The research seeks to identify specific teaching strategies, activity types, and implementation approaches that maximize character development outcomes while maintaining engaging and enjoyable learning experiences.

METHODS

This study employed a comprehensive mixed-method research approach that combined quantitative and qualitative methodologies to provide a thorough understanding of how sportsmanship and cooperation values can be integrated through physical education. The quantitative component utilized a quasi-experimental design with pre-test and post-test measurements to assess measurable changes in student attitudes and behaviors over the intervention period. This approach was selected to establish causal relationships between the physical education intervention and observed character development outcomes. The qualitative component incorporated multiple data sources including structured classroom observations, in-depth teacher interviews, and student focus group discussions to provide deeper insights into the character development process and contextual factors influencing program effectiveness (Indrawati, 2021).

The research participants consisted of 120 elementary students aged 9-12 years from three different public schools in Jakarta, Indonesia, representing diverse socioeconomic backgrounds and academic performance levels. Participants were carefully selected through stratified random sampling to ensure adequate representation across demographic variables that might influence character development outcomes. The sample included 62 male and 58 female students distributed across grades 4, 5, and 6, with approximately 40 students from each participating school. Schools were selected based on their willingness to participate in the extended intervention program, their existing physical education facilities and resources, and their diverse student populations that would enhance the generalizability of research findings. Each participating school demonstrated commitment to character education initiatives and possessed adequate indoor and outdoor spaces for implementing various physical activities.

Data collection utilized multiple validated instruments to ensure comprehensive and reliable assessment of character development outcomes. The primary quantitative instrument was the Sportsmanship Attitude Scale (SAS), adapted and validated from previous Indonesian research (Fitriawan, 2020), which measured students' attitudes toward fair play, respect for rules, acceptance of victory and defeat, and respect for opponents through 25 Likert-scale items. The Cooperation Behavior Checklist (CBC) was specifically developed and pilot-tested for this study

to assess observable teamwork skills, communication effectiveness, collaborative problem-solving abilities, and inclusive behavior through structured observation protocols. Additionally, classroom observation protocols were designed to document specific behavioral indicators during physical education activities, focusing on instances of helping behavior, spontaneous rule adherence, constructive conflict resolution, positive social interaction, and leadership emergence. Teacher interview guides were developed to explore pedagogical strategies, perceived effectiveness of different activities, challenges encountered during implementation, and observed changes in student behavior both within and outside physical education contexts (Nurhasanah, 2018).

The intervention program consisted of a carefully structured 24-week physical education curriculum that systematically integrated traditional Indonesian games, modern team sports, and explicit character-building activities. Each 90-minute weekly session was designed with three distinct phases: warm-up activities specifically emphasizing cooperation and trust-building, main activities focusing on skill development while reinforcing fair play principles, and reflection periods dedicated to discussing sportsmanship principles and processing social interactions. Traditional Indonesian games including "gobak sodor," "kasti," "bola bekel," "engklek," and "benteng" were thoughtfully modified to emphasize cooperation and sportsmanship values while maintaining their cultural authenticity and appeal. Modern sports including basketball, volleyball, badminton, and soccer were taught with explicit character education components, incorporating role-playing scenarios, peer coaching opportunities, and shared leadership responsibilities. Special attention was given to creating and capitalizing on teachable moments where sportsmanship and cooperation values could be naturally discussed, modeled, and reinforced through real-life situations that arose during activities (Rahayu, 2019).

Data collection procedures followed a systematic timeline designed to capture comprehensive information about character development progress throughout the intervention period. Pre-test data were collected during the first two weeks of the study period, establishing reliable baseline measurements for all participants across both quantitative attitude scales and qualitative behavioral observations. During the 24-week intervention period, weekly structured observations documented behavioral changes and character development progress, with detailed field notes recording specific incidents, interactions, and observable changes in student conduct. Monthly progress assessments tracked intermediate changes in attitudes and behaviors, allowing for program adjustments when necessary. Post-test assessments were conducted during the final two weeks of the intervention, measuring changes in attitudes and behaviors compared to baseline data using identical instruments and protocols. Qualitative data collection included monthly individual teacher interviews lasting 45-60 minutes each, bi-weekly structured classroom observations during regular physical education sessions, and comprehensive end-of-study focus group discussions with randomly selected students representing different demographic groups and performance levels. All data collection procedures strictly adhered to ethical research guidelines, with comprehensive informed consent obtained from parents, students, school administrators, and participating teachers (Setiawan, 2017).

Data analysis employed both descriptive and inferential statistical procedures for quantitative data, alongside systematic thematic analysis for qualitative information. Quantitative data analysis began with descriptive statistics to summarize participant characteristics, baseline measurements, and pre-post intervention changes across all measured variables. Paired t-tests examined statistically significant differences in sportsmanship attitudes and cooperation behaviors before and after the intervention, with effect sizes calculated to determine practical significance of observed changes. Analysis of variance (ANOVA) tests compared changes across different demographic groups including gender, age, school setting, and baseline performance levels to identify factors that might moderate intervention effectiveness. Correlation analyses explored relationships between different character development outcomes and their association with program components. Qualitative data analysis utilized systematic thematic analysis following established protocols to identify recurring patterns, themes, and insights from teacher

interviews, observation notes, and student focus group discussions. Observation data were systematically coded according to predetermined behavioral indicators, with frequency counts and pattern analysis supporting quantitative findings. Multiple data sources were triangulated to enhance the validity and reliability of research conclusions, with member checking conducted with participating teachers and administrators to confirm accuracy of interpretations (Hidayat, 2021).

RESULT AND DISCUSSION

The comprehensive 24-week intervention program yielded remarkable results that demonstrate the significant potential of well-designed physical education curricula in developing both sportsmanship and cooperation values among elementary students. The quantitative findings reveal substantial improvements across all measured dimensions of character development, with statistical significance observed in every major category of assessment. Pre-test measurements established baseline sportsmanship scores averaging 3.2 out of 5.0 on the validated Sportsmanship Attitude Scale (SAS), while post-intervention scores increased dramatically to 4.1, representing a statistically significant improvement ($t(119) = 8.45$, $p < 0.001$, Cohen's $d = 1.24$). This large effect size indicates not only statistical significance but also practical importance of the observed changes. Similarly, cooperation behavior scores demonstrated even more substantial enhancement, improving from a baseline average of 2.9 to 4.3 on the Cooperation Behavior Checklist (CBC), showing remarkable enhancement in collaborative skills ($t(119) = 9.67$, $p < 0.001$, Cohen's $d = 1.38$). The magnitude of these improvements exceeded expectations based on previous research in character education through physical activity interventions.

Detailed analysis of specific character development components revealed that respect for rules showed the most dramatic transformation, with 78% of students demonstrating consistent rule adherence compared to only 42% at baseline, representing an 85% relative improvement in this crucial sportsmanship dimension. Fair play behavior increased among 65% of participants, with observable changes including spontaneous acknowledgment of opponents' good plays, voluntary admission of rule violations, and graceful acceptance of referee decisions. Teamwork skills improved in 82% of students, as evidenced by increased frequency of collaborative problem-solving, equitable sharing of responsibilities, constructive communication during conflicts, and inclusive behavior toward less skilled classmates. These findings strongly align with and extend previous research suggesting that structured physical education programs can effectively develop character traits when explicitly integrated into curriculum design rather than left to incidental learning through sports participation (Andriani, 2020). The comprehensive nature of improvements across multiple character dimensions suggests that the integrated approach successfully created synergistic effects where sportsmanship and cooperation values reinforced each other through systematic curriculum design.

Analysis of demographic variables revealed interesting patterns in character development outcomes across different student groups. Gender differences were minimal overall, with both male and female participants showing similar improvement patterns in most measured dimensions, challenging traditional assumptions about differential responses to character education interventions. However, subtle differences emerged in specific areas, with female students showing slightly greater improvements in empathy-related behaviors (helping struggling teammates, encouraging others), while male students demonstrated marginally greater gains in conflict resolution skills (mediating disputes, accepting leadership from peers). Age-related analysis revealed that younger students in grades 4-5 demonstrated significantly greater gains in cooperation behaviors compared to older students in grade 6, possibly due to developmental factors including greater plasticity in social skill acquisition and higher receptivity to adult guidance in character education interventions (Saputra, 2018). School-level analysis indicated that institutions with stronger existing character education cultures and administrative support showed enhanced outcomes, suggesting the importance of whole-school approaches to character development initiatives.

Qualitative observations provided rich contextual insights that complemented and explained the quantitative findings, revealing the processes through which character development occurred throughout the intervention period. Classroom observations documented several key patterns in behavioral change that unfolded systematically over the 24-week program duration. During the initial four weeks, students demonstrated typical patterns of competitive behavior with limited consideration for fairness or cooperation, often struggling with accepting defeat gracefully, sharing equipment equitably, and including less skilled classmates in activities. However, by the program's midpoint around week 12, significant behavioral transformations became clearly evident as students began spontaneously helping teammates during skill practice, genuinely acknowledging excellent plays by opponents regardless of team affiliation, and resolving conflicts through respectful discussion rather than confrontation or adult intervention. These behavioral changes appeared to accelerate during the final eight weeks, suggesting that character development in physical education contexts may follow a non-linear pattern with increasing returns over time as new social norms become established within peer groups.

Teacher interviews provided valuable perspectives on the character development process from the educator's viewpoint, revealing both anticipated and unexpected outcomes of the intervention program. All participating teachers reported substantial positive changes in student interactions that extended beyond physical education classes into other academic subjects and social situations. One experienced teacher observed, "Students who previously avoided team activities or appeared reluctant to collaborate began actively seeking opportunities to work together. The change was gradual but unmistakable, and I noticed it first in their willingness to help classmates with academic work." Another educator noted remarkable increases in students' willingness to include less skilled classmates in activities, commenting, "What impressed me most was watching students naturally modify games to ensure everyone could participate meaningfully. They developed this inclusive mindset without being explicitly told to do so." These observations suggest that character development through physical education may create transferable skills and attitudes that enhance overall social competence and classroom climate (Wulandari, 2019).

The integration of traditional Indonesian games proved exceptionally effective in developing cultural pride alongside target character values, creating a unique synergy that enhanced both cultural identity and social skill development. Students demonstrated visibly enhanced engagement and ownership when participating in games connected to their cultural heritage, often sharing stories from grandparents about traditional game variations and expressing pride in their cultural knowledge. These activities provided natural opportunities for peer teaching as students with different cultural backgrounds shared variations of familiar games, creating authentic collaborative learning experiences. The cultural relevance appeared to increase intrinsic motivation and reduce resistance to character education messages, as students perceived these lessons as celebrating rather than imposing external values. Traditional games like "gobak sodor" and "kasti" were particularly successful because they inherently required cooperation and strategic thinking while maintaining competitive elements that sustained student interest.

Analysis of observational data revealed several particularly effective teaching strategies and activity types that consistently produced positive character development outcomes across different student groups and contexts. Cooperative games requiring genuine interdependence among team members, where individual success was impossible without group collaboration, consistently generated the most significant improvements in teamwork skills and inclusive behavior. Activities incorporating rotating leadership roles proved especially valuable, enabling all students to experience both leading and following positions, thereby developing empathy and understanding for different perspectives within group dynamics. Students who rarely assumed leadership roles in traditional settings often flourished when given structured opportunities to guide peers, building confidence and social skills while developing appreciation for the challenges of leadership responsibilities.

Reflection sessions conducted immediately following competitive activities emerged as crucial components for reinforcing sportsmanship values and processing emotional responses to winning and losing. Students who initially focused exclusively on victory gradually began appreciating effort, personal improvement, and fair play through carefully guided discussions that highlighted these alternative measures of success. The implementation of student-led conflict resolution protocols proved particularly empowering, as learners developed ownership of maintaining positive social environments rather than depending on adult intervention. These peer mediation skills transferred effectively to other contexts, with teachers reporting decreased disciplinary incidents and improved classroom atmosphere in participating schools (Permana, 2021).

Traditional games modified to emphasize cooperation rather than individual achievement created unique opportunities for character development while maintaining cultural authenticity and student engagement. For example, "gobak sodor" was successfully adapted to include mandatory team strategy discussions before each round, mutual support requirements where team members had to help fallen teammates before continuing play, and reflection periods where opposing teams acknowledged each other's good strategies and sportsmanship examples. These modifications transformed traditionally competitive activities into cooperation-building exercises while preserving their essential cultural characteristics and appeal to students.

Despite the overall success of the intervention program, several significant challenges emerged during implementation that provide important lessons for future character education initiatives through physical education. Initial resistance from students accustomed to purely competitive approaches required patient guidance and consistent reinforcement of new behavioral expectations over extended periods. Some students initially viewed cooperation-focused activities as "not real sports" and required gradual introduction to appreciate the value of collaborative approaches. Certain traditional games required substantial modification to align with character development objectives while maintaining their essential characteristics, creating tension between cultural authenticity and educational purpose that required careful balance through extensive pilot testing and student feedback incorporation.

Teacher preparation and ongoing professional support proved absolutely critical for successful implementation, as educators needed to develop new competencies in character integration techniques, conflict resolution strategies, and cultural game adaptation methods. Initial teacher training workshops were insufficient for full implementation competency, necessitating ongoing coaching and peer support networks to maintain program fidelity and effectiveness. Schools with limited physical education resources faced considerably greater challenges in implementing diverse activity programs, highlighting the critical importance of adequate facility access, equipment availability, and administrative support for comprehensive character education initiatives. The research revealed significant disparities in implementation quality across different resource levels, suggesting that equity considerations must be addressed in program scaling and policy development (Hartono, 2020).

Time constraints within standard curriculum allocations posed ongoing challenges for thorough character development discussions and reflection activities that proved essential for value internalization. The 90-minute weekly allocation, while more substantial than typical physical education periods, sometimes limited opportunities for comprehensive processing of social interactions and moral dilemmas that arose during activities. Future implementations would benefit from extended time allocations, integration with other subject areas such as social studies or language arts, or incorporation of character education themes into multiple physical education sessions per week to provide adequate reinforcement and practice opportunities.

The research findings have profound implications for physical education curriculum development, teacher preparation programs, and educational policy at multiple levels. The demonstrated effectiveness of integrated character education approaches provides compelling

evidence that physical education curricula should explicitly include sportsmanship and cooperation objectives alongside traditional skill development goals, rather than treating character development as an incidental outcome. This integration requires systematic curriculum redesign, appropriate assessment methods for character outcomes, and alignment with broader school character education initiatives to maximize impact and sustainability.

Teacher preparation programs require substantial enhancement to include specific training in character education methodologies, conflict resolution techniques, cultural game adaptation strategies, and assessment approaches for social-emotional learning outcomes. Current physical education teacher preparation typically focuses primarily on motor skill development, fitness concepts, and instructional methods while providing limited attention to character education integration. The research findings suggest that comprehensive character education competency should be considered essential rather than optional for physical education professionals. Ongoing professional development opportunities for current educators could significantly enhance their capacity to implement similar programs in their own contexts, potentially multiplying the impact of character education initiatives across educational systems (Kurniawan, 2022).

The remarkable success of traditional game integration suggests that cultural heritage can be effectively leveraged to enhance character development outcomes while simultaneously strengthening cultural identity and pride among students. This approach addresses multiple educational objectives simultaneously and may be particularly valuable in multicultural educational contexts where character education initiatives must respect and incorporate diverse cultural perspectives. The findings suggest that character education initiatives may be more effective when they build upon rather than replace existing cultural values and practices, creating authentic connections between character development objectives and students' lived experiences and family traditions.

CONCLUSION

This research provides compelling evidence that well-designed physical education programs can effectively integrate sportsmanship and cooperation value development with traditional skill acquisition objectives. The 24-week intervention program produced significant improvements in student attitudes and behaviors, demonstrating the potential for physical education to contribute meaningfully to character development goals.

The study's mixed-method approach revealed both quantitative improvements in measured attitudes and qualitative changes in observed behaviors, providing comprehensive evidence of program effectiveness. The integration of traditional Indonesian games with modern sports activities proved particularly successful, suggesting that cultural relevance enhances engagement and learning outcomes.

Key success factors identified include explicit character education objectives, regular reflection activities, diverse activity types emphasizing cooperation, and adequate teacher preparation and support. The research demonstrates that character development through physical education requires intentional design and systematic implementation rather than incidental occurrence through sports participation alone.

Future research should explore long-term retention of developed values, expansion to different age groups and educational contexts, and integration with other subject areas for comprehensive character education approaches. The positive outcomes observed in this study suggest that investing in character-integrated physical education programs can yield significant benefits for student development and social cohesion.

The implications extend beyond educational settings, as students who develop strong sportsmanship and cooperation values through physical education are likely to demonstrate these characteristics in other life contexts. This research supports the argument for maintaining and strengthening physical education programs as essential components of holistic education systems focused on developing well-rounded, socially responsible citizens.

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