



Youth sport values: A comparative analysis between urban and rural students

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Abstract: Sports and physical education play a vital role in fostering morality among adolescents by promoting sports values, particularly in addressing juvenile delinquency and negative behaviors such as bullying. This study aims to compare students' sports values based on their residential environments. A quantitative descriptive approach with a comparative survey design was employed, involving two types of schools-junior high schools and vocational high schools-in Greater Bandung. The total sample consisted of 1,531 students aged 14-17 years, including 869 students living in rural areas and 662 in urban areas. The instrument used in this study was the Youth Sport Values Questionnaire-2 (YSVQ-2), and data were analyzed using the Mann-Whitney U test. The findings revealed a significant difference in mean ranks of youth sport values between rural and urban students ($p = 0.011$), with students in urban areas demonstrating higher youth sport values than those in rural areas. This difference may be influenced by factors such as better access to sports facilities and a more developed sports culture in urban settings. These findings underscore the importance of expanding access to sports infrastructure and strengthening physical education to foster moral development and sportsmanship in students. Future research is encouraged to explore the dynamics of sports value formation in diverse contexts using alternative research methods.

Keywords: physical education, sports, bullying, sports values, sports culture, sports facilities, development of moral values

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INTRODUCTION

Sports are physical activities that aim to increase fitness, maintain body condition, and help the recovery process after injury (Sandi, 2019). In addition to increasing physical activity, exercise can also improve mental health (Singh et al., 2023). Sports also have an important role for adolescents, such as stress management, improving social skills, forming positive characters, and improving personal development (Adell et al., 2019). However, in Indonesia, there are still many who define the concept of sports only limited to achievement without seeing other benefits (Anira et al., 2021). Lack of understanding of the role of sports in the formation of character and improving the quality of life can contribute to the decline in morals and ethics among adolescents. Nevertheless, the Sports Development Index (IPO) data shows an increase in 2024 of 0.007 points, from previously in 2023 0.327 on a scale of 0-1, which shows the level of sports participation in the low category, and in 2024 to 0.334 (Kemenpora, 2024). It has been proven that the level of sports participation in the city is 70% and the



village is 40%, which shows that cities are higher than villages with various types of sports (Suhartini & Wasa, 2025; Yusuf et al., 2022). Although the increase looks relatively small, this still reflects the development of sports in Indonesia. However, without a broader understanding of sports values, low morality among adolescents remains a challenge that can trigger various forms of delinquency, such as violence, drug abuse, harassment, and brawls (Fahrudin & Sari, 2020).

Research in America conducted by Nansel et al., (2001) found that around 32% of students aged 12-18 reported that they had experienced harassment in the school environment due to a lack of social and moral sense. In the study off Hemphill et al., (2014), the consequences that will occur due to juvenile delinquency are: 1) theft, 2) violence, and 3) liquor parties. This is caused by lack of character education. A similar phenomenon also occurs in Indonesia, where adolescents become a large enough age group with 22,081,528 people (BPS, 2024). However, the challenges in the formation of their character are quite significant. Based on data from the Ministry of Women's Empowerment and Child Protection (Ministry of PPA), there were around 8 thousand cases of juvenile delinquency, including drug abuse, liquor consumption, gambling, free sex, and the act of persecution. This high number reflects that low character education contributes to increasing deviant behavior among adolescents. To form character in adolescents can be made through sports because sports can be used as a suitable medium for forming humans as a whole and quality. However, the effectiveness of sports in character formation cannot stand alone but needs to be balanced with good education, because education is an effort to increase character, skills, and aims to develop students' potentia (Permana, 2024).

In the context of character building, sports have fundamental values that can instil morality and integrity in individuals. According to Yaumuhak, A., et al (2023) sports can be used as a vehicle to perfect personality and a means of developing personality behavior based on strong moral values through sports values such as enthusiasm, cooperation, discipline, fair play, responsibility, honesty, and caring, all of which are used as the basis for an upbeat personality in sports activities. These values not only contribute to forming individuals with character but can also create a harmonious society. Through sports, a person is taught to respect opponents, respect, obey the rules, and always uphold the values of fair play. Moreover, it can instill the values of hard work, perseverance, and commitment to achieving goals (Senel & Ulas, 2022). Youth sports can be used as a forum to foster Growth in personal and social skills while offering chances for collaboration, ethical thinking, and self-discipline (Hardiansyah et al., 2024).

If designed in a structured manner, sports can help individuals in social and emotional development and, at the same time, be part of universal education (Gunadi, 2018). So it is necessary to integrate sports values into everyday life because they have the same value integration (Mirhan, 2016). More interestingly, sports can play an important role in instilling ethics to fight bullying, so it is necessary to absorb positive values into their lives (Sorbo, 2023). However, adolescent involvement in sports cannot be separated from the influence of their social environment. Factors such as access to facilities and community support can differ between rural and urban areas, potentially forming different sports values (Suci et al., 2022; Walidi et al., 2022). In urban areas, sports facilities are more accessible and more diverse, while in rural areas, sports infrastructure is often limited. According to Nurhayati et al., (2024) these limitations can have an impact on low youth participation in sports activities, resulting in a lack of application of sports values among them.

In addition to sports in a general context, sportsmanship values can also be instilled through formal education, especially in school-based physical education. Through physical education program, it can realize and socialize the values of sports in education (Roccliffe et al., 2023). Physical education is a discipline Designed to enhance physical well-being, motor abilities, and understanding of health science and can prevent obesity in students (Bott & Mitchell, 2015). Through physical education in schools, it can be realized to develop an attitude of respect for others and even oneself and provide positive impacts, such as increased self-confidence, social development, and cognitive (Muhtar et al., 2020). It is important to highlight that in physical education, it is important to uphold the values of respect and equality for the formation of morals and the growth of social skills in the youth sports environment (Vega-Ramírez et al., 2021). By integrating values in physical education can help the younger generation develop positive character, especially in the moral aspect (Juhrocin et al., 2023). Moral education is highly prioritized in education because it prioritizes the values of honor and justice (Syarifatunnisa et al., 2023).

However, although sports have great potential to shape the character and morals of adolescents, in reality, many still emphasize that sports only have aspects of achievement. This lack of understanding contributes to the increase in juvenile delinquency, such as bullying and brawls. Sports should not be seen only as a competition but also as an effective means to instill the values of discipline, responsibility, and fair play (Hasnah et al., 2023). In addition, differences in the social environment between villages and cities affect the implementation of sports values, mainly due to limited facilities and community support. Which ultimately affects the extent to which they can absorb the positive values contained therein.

Based on these problems, this research seeks to examine the core values associated with youth sports based on socio-demographics. And identify the factors that influence these differences, such as differences in morals, discipline, responsibility, increased morality, and ability to work together in life. Thus, this study is expected to provide deeper insight into how the social environment shapes moral values in sports. Several relevant previous studies have discussed sports values and the impact of sports on adolescent character (Aditia, 2015; Meo, 2019; Mirhan, 2016; Yaumuhak, 2023). However, there are still few studies that specifically compare how rural and urban environments influence the sports values that develop in adolescents. Therefore, this study emphasizes the analysis of differences in sports values between adolescents in villages and cities and the factors that contribute to these differences.

METHODS

This study employs a quantitative descriptive method with a comparative survey design and uses a direct administrative data collection mode for the sample. According to Fraenkel et al., (2022), a quantitative approach can provide a deeper understanding of a problem. The comparative survey research design focuses on certain subject groups, which are then analyzed based on the variables compared between the groups.

Participants in this study were taken from two schools, namely junior high schools and vocational high schools in Bandung Greater. In collecting this data, permission was obtained from both schools, and assistance was provided by curriculum staff at each school. All students who participated in this study had agreed voluntarily through informed consent, which was given before data collection was carried out. The total number of participants was 1,531 students, 869 students who lived in villages and 662 who lived in cities. Participants were aged between 14 and 17 years. This study utilized a convenience sampling method. Participants in this study came from two schools, namely a junior high school and a vocational school, in the Greater Bandung area. School selection is based on the availability of access and willingness of the school to participate in this study. Data collection was carried out after obtaining official permission and was assisted by curriculum staff in each school.

The sampling technique used in this study is convenience sampling, where the sample was chosen based on ease of access and availability of students at the time of the survey. This method was chosen because it allows researchers to obtain data from many participants in a limited time. However, this approach has limitations in generalizing the findings to a broader population group.

The total participants in this study totaled 1,531 students, consisting of 869 students residing in the village and 662 students residing in the city. The participant age range is 14 to 17 years. The selection of samples is based on the availability of students who are willing to participate and have agreed voluntarily through informed consent given before data collection is carried out. Thus, although this sampling technique has limitations in overall population representation, the data obtained gives an initial picture of differences in sports values between teenagers in villages and cities.

To measure youth sport values, the Youth Sport Values Questionnaire-2 (YSVQ-2) instrument was used and translated into Indonesian for this study. To measure the values of adolescent sports, the Youth Sport Values Questionnaire-2 (YSVQ-2) instrument is used and translated into Indonesian for this study. This questionnaire was developed by Lee et al., (2013). There are 13 statements divided into three subscales: moral values, which refer to principles and standards that guide individuals to make ethical decisions in sports; Competency values, which are related to individual beliefs in the importance of developing skills, achievements, and self-improvement in sports. This dimension focuses on the values given to personal growth through certain sports, learning, and mastery of sports. The value of the status refers to the significance given to the recognition, prestige, and social position in the context of sports and high-level status. The YSVQ-2 instrument has a Cronbach's Alpha value that consistently

exceeds 0.80. It has gone through a deep validation process and has been proven to have a high level of reliability (Lee et al., 2013). To ensure validity in the context of this study, content validity tests (content validity) were conducted by physical education experts and sports psychologists. In addition, the initial trial was conducted in a small group of respondents before the main research to confirm the clarity and understanding of each item of statements in the questionnaire.

Participants respond to each statement using a Likert 5-point scale, with a range of -1 (contrary to my belief) up to 5 (very important to me). The following is an indicator of the YSVQ-2 instrument described in the Table.1

Table 1. Youth Sport Values Questionnaire-2

Indicator	Statement
Moral	I try to be fair
	I do what I am told
	I show good sportsmanship
	I always play properly
	I help people when they need it
Competence	I improve my performance
	I become a better player
	I use my skill well
	I set my own targets
Status	I show that I am better than others
	I win or beat others
	I am a leader in the group
	I look good

Data Analysis

The data that has been taken is processed using SPSS V.29.0 software. Descriptive data is used to present the average YSV results based on participant domicile. While comparative analysis is used to compare YSV in villages and cities using the Mann-Whitney U test because the data is not normally distributed.

RESULT AND DISCUSSION

Deskriptive Data

In this study, descriptive data will be described based on the village and city sport values scores, with indicators of morality, competence, and status values. The results can be seen in Table 2.

Tabel 2. Respondent Descriptive Data

Domicile	N	Ysv	Moral	Competence	Status
Rural	869	53.02	60.67	59.61	36.70
Urban	662	55.13	62.27	61.88	39.64

Based on Table 2, it is known that the YSV value in the city is higher than in the village with a score of 55.13. Likewise with the three indicators in YSV, namely, morals, competence, and status values. The scores are respectively 62.27, 61.88, and 39.64.

Normality Test

After analyzing the descriptive data of the average sport values based on domicile, a normality test was conducted to determine the distribution of the data. The normality test was conducted to

determine the type of data analysis to be used for the comparison test. The normality test used the Kolmogorov-Smirnov test (see Table 3).

Tabel 3. Normality Test Results

Domicile	Kolmogorov-smirnov		
	Statistic	Df	Sig
1 (rural)	0.35	869	.015
2 (urban)	0.32	662	.171

Based on the data obtained in Table 3, the Kolmogorov-Smirnov normality test was carried out, it was found that one of the data, namely YSVQ in the village, had a sig < 0.05, so the data was not normally distributed. Therefore, the test carried out used the Non-Parametric test, namely Mann-Whitey U.

Mann Whitney U Comparative Test

To analyze the differences in Youth Sport Values between adolescents living in villages and cities, this study used the Mann-Whitney U comparative test, because the data were not normally distributed. This test was used to determine whether there were significant differences between the two groups based on the results of the YSVQ-2 questionnaire. The results of the Mann-Whitney U statistical test are presented in Table 4. Based on the results of the Non-Parametric Mann-Whitney U test, it is known that the mean ranks of the village are 741.51 and the city is 799.25 and the sig 0.011 < 0.05. So there is a significant difference between Youth Sport Values in the village and in the city.

Table 4. Statistic Test

	YSVQ
Mann-Whitney U	266357.000
Wilcoxon W	644372.000
Z	-2.532
Asymp. Sig. (2-tailed)	.011

Based on the results of the analysis show that differences in domicile can affect the values of sports in adolescents. This study shows significant differences in Youth sports values youth in the village and the city. The value of teenage sports in cities appears to be higher than that of teenagers in villages. Several factors can affect this, such as the level of motivation for sports participation in cities higher, because in cities, many types of sports are introduced and have many facilities, so the interest in the involvement is high (Hoekman et al., 2017). Like the squares, fields, sidewalks, and bicycle paths, allowing teenagers in the city to move physical activities (Regis et al., 2016). In addition, the status of economic differences can also affect its enthusiasm (Lubis et al., 2024).

In addition to the more diverse facilities and types of sports in the city, other aspects such as environmental quality and access to support services also contribute to improving the sports experience of adolescents. This not only affects the level of participation but also their overall well-being. In addition to the city's more diverse facilities and types of sports, other aspects such as environmental quality and access to supporting services also contribute to improving the adolescent sports experience. This not only affects the level of participation but also their overall welfare. This finding is in line with the results of the research Jajiyah et al., (2024) that found that adolescents' quality of life in the city was higher than in the village, with an average value of 85.33 in the city and 80.44 in the town. This shows that the urban environment more supportive of sports activities increases adolescent participation in physical activities and contributes to their psychological and social welfare. In this case, Bandura's, (1977), theory can explain how sports values are developed through observation, imitation, and social

interaction. Teenagers who more often see and interact with role models, such as athletes, trainers, or physical education teachers who instill competitive and disciplined values, will be more likely to internalize these values (Kim & Shin, 2023). Conversely, adolescents in rural areas are more often involved in recreational sports, and communities tend to develop the value of togetherness and sportsmanship (Yamin et al., 2023). Factors such as access to education, health services, and social support play a role in improving the quality of life of adolescents. These findings further strengthen that the environment with a better sports facility can help shape the character and morals of adolescents more optimally (Mahdalena et al., 2024).

In this case, it can be further explained through various sociological and psychological theories that highlight the role of the environment in shaping individual values, including in the context of sports. From the perspective of Bourdieu's theory (2018), higher socio-economic status allows for better support for sports participation, which ultimately contributes to the formation of moral values. This is also in line with Bronfenbrenner theory (1977), which emphasizes that a strong social and cultural environment of sports plays a role in shaping individual development. Thus, both this study and previous studies show that the availability of sports facilities, a quality physical education system, and stronger social support in the city contribute greatly to shaping adolescents' moral values and improving their quality of life.

In addition, physical education and sports support play an important role in the development of moral values and social skills of adolescents, as explained by various sociological and psychological theories. In fact, in addition to these factors, through physical education can change students' life skills in the development of moral values. Support through sports activities can show A social framework that promotes inclusion by fostering tolerance, mutual respect, collaboration, loyalty, friendship, and the values of fair play (Marivoet, 2014). This is because physical education and sports have a role as a means to instill socio-emotional values, such as emotional management, effective communication, and the formation of positive relationships with others (Omar-Fauzee et al., 2016). According to the social cognitive theory by Bandura (2002), it is the adoption of an interactionist perspective on morality, namely that moral actions are the result of reciprocal interactions between personal and social influences.

In practice, physical education and sports enable individuals to learn to recognize their own and others' abilities, accept defeat, respect others, compete pretty, help others, follow the rules, and make good use of time (Ceyhan, 2022). Physical activity can encourage students to further develop moral values by placing students in play situations to act during the game situation using teaching methods that are appropriate to the needs of their students (Tambak et al., 2020). In addition, physical education teachers have an essential role in building interactions and improving morale among students (Blegur et al., 2023; Jacobs et al., 2013). Teachers who are close to their students will have an impact on high academic achievement and improve their social skills (Kuswara, 2024). In this context, Kendellen (2017), explains an effective framework for teachers, with 4 main stages for students to better absorb sports values. First, teachers must focus on one life skill per lesson so that students are not overwhelmed. Second, introducing life skills at the beginning of the lesson aims to help students understand the focus of the learning that will be carried out. Third, teaching life skills throughout the lesson ensures that values are applied in a variety of contexts. Fourth, explanations at the end of the lesson reinforce students' understanding of the importance of applying values.

In addition, urban sports culture is often used as a means of recreation and competition aimed at health and achievement, thus prioritizing social values and development. Sports can also be used as a path to new jobs (Zhai, 2022). In urban areas, sports competitions between clubs are often held so that the instillation of sports values is frequently actualized in competitions (K. Lee & Ok, 2021). And provides an experience of prioritizing team togetherness. This is in contrast to individual sports, which are fully responsible for the results (Laborde et al., 2016). Meanwhile, in villages, sports are more often seen as complementary activities in everyday life, which focus on improving health without a strong urge to compete (Aminuddin & Muh. Khaedar, 2024). It can be explained that the values of sports culture in the city emphasize teamwork and are reflected in the cultural values themselves, which collect norms, principles, and concepts about what is considered very good and influential in culture (Kirilina, 2015). Meanwhile, sports in villages are more individual and focus on health rather than competition, so these activities are often carried out independently or in small groups without structured training, so values such as sportsmanship and discipline are less developed than in cities (Pratama & Setyawan,

2020). Therefore, positive experiences in sports can strengthen the internalization of universal values, such as sportsmanship, discipline, and fair play, which ultimately support the social and moral development of individuals (Bates et al., 2021).

In this case, it is essential to consider the limitations of existing research so that the recommendations given can be more targeted. The limitations of this study lie in the use of techniques in sampling, namely convenience sampling, this can cause bias in population representation. In addition, this study only focuses on students in Greater Bandung, so the results may not be generalizable to other areas. Further studies are advised to use more representative sampling methods and consider other factors such as sports experiences outside of school. Thus, the results of this study have practical implications that can be used to improve physical education programs and sports policies in Indonesia. The findings show that adolescents in urban areas are more appreciative of competition and achievement, while adolescents in rural areas emphasize togetherness and sportsmanship, showing the need for adjustments in the physical education curriculum. In addition, improving the quality of physical education teachers is a key factor in instilling sports values such as sportsmanship, discipline, and cooperation. Teacher training that is more interactive and value-based is expected to increase the effectiveness of learning. The government also needs to expand access to sports facilities, especially in rural areas, so that adolescents have the same opportunity to develop sports values. Therefore, exercise is not just physical activity but also becomes a medium for shaping individual characters who can comprehensively support social and moral development.

CONCLUSION

Based on the findings of this study, the value of sports in urban areas is higher than in rural areas. This difference underlines the level of motivation in participating in sports because in urban areas, there are several types of sports that are introduced and have good sports facilities. In addition, This study found that social demographic factors, such as urban and rural, affect the value of adolescent sports. Teenagers in urban areas have more respect for competition and achievements, while in rural , theyregions emphasize togetherness and sportsmanship. This difference is influenced by the availability of sports facilities, local culture, and the role of physical education and the quality of teachers in instilling sports values.

The implication is that physical education policies need to be adjusted to the social context of demographics to be more effective in instilling sports values. Strategies in urban areas can be more oriented to competition, while rural areas emphasize togetherness. However, this research has limitations because it relies on subjective perception through a questionnaire. For this reason, future research needs to be focused on developing programs that are more integral and organized so that sports values can be integrated more comprehensively in student life. As a recommendation, physical education teachers need to develop value-based teaching methods, while policymakers must design programs more integrated with the national curriculum. The government also needs to increase access to rural sports facilities to reduce the gap in the formation of sports value. With this step, exercise can play a broader role in shaping students' character and morals.

CONFLIC OF INTEREST

There are no conflicts of interest related to this research or the publication of this manuscript

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