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The Sportsmanship of Elementary School Students in Gender Analysis (Case Study of Traditional Baren Games)

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Abstract: *The objective of this study is to ascertain whether there is a discrepancy in the attitudes towards sportsmanship exhibited by boys and girls students in traditional baren games - the Javanese traditional game. The research subjects were fifth-grade students from two elementary schools in Baleraksa village in Central Java, Indonesia with 50 students. The data were collected using a Likert scale questionnaire, which was employed to measure the subjects' attitudes towards sportsmanship. The methodology employed was quantitative, with data analysis conducted using an independent t-test. The findings revealed that the mean score for the sportsmanship attitude of girls students (37.81) was higher than that of boys students (37.32). Nevertheless, the independent t-test indicates that the discrepancy is not statistically significant, as the sig-value is 0.743, exceeding the 0.05 threshold. So, there is no notable distinction between the mean scores of sportsmanship attitudes in the traditional Baren game between boys and girls students. This means that there is no need to consider gender in selecting team members to win a game. However, consider other factors such as strategy and team cohesion.*

Keywords: *sportsmanship; traditional game, baren*

A. INTRODUCTION

Indonesia is a country with a rich cultural heritage, including a diverse array of traditional games that have been transmitted from one generation to the next. One of the traditional games that has been preserved in Indonesia, particularly in rural areas, is the Baren game. This game is known by a number of different names, including *rerebonan*, *bebentengan*, or *baren*.

The game "*Baren*" has its etymological roots in the Javanese words "*tiba*" and "*leren*", which respectively signify "falling" and "stopping". However, in the context of the game, the term "stop" (*leren*) signifies a more profound meaning than merely ceasing one's participation. Instead, it denotes that the player who has been caught becomes the captive of the opposing team. Similarly, the term 'falling down' does not refer to a literal



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fall; rather, it denotes the loss of the ability to pursue and capture the enemy, which can be conceptualized as a loss of power (Warohmah & Darisman, 2020).

The precise origin of the Baren game remains uncertain due to the absence of compelling historical evidence. Nevertheless, some have postulated that the game may have been inspired by the colonial era practice of capturing enemy fortresses while defending one's own from being breached by the opponent.

In order to prevail in this game, players must expend a considerable amount of energy in order to overcome the opponent's defenses, defend their own team's fort, or protect their allies from harm. The traditional game of Baren necessitates the utilization of teamwork, strategic thinking and considerable physical exertion. A minimum of six participants is required for this game, with the children themselves determining the two opposing groups. Once the groups have been established, the game may commence without delay. Subsequently, each group will determine the distance and location of their respective goals, which are typically situated in opposition to one another. Furthermore, the players will devise a strategy to determine who will assume the role of the attacker, who will guard the goal, or indeed, the positions could be flexible. The primary objective of this game is to strategise the capture of a maximum number of captives while simultaneously protecting the goal from their attacks. The game will continue until such time as the number of captives increases, and when the group deems itself

sufficiently strong to penetrate the opponent's defense, it will endeavor to do so by setting foot on the opponent's goal. Should they prevail, they will be declared the winner (Euis Kurniati, 2016, 56–58).

Picture 1. Children who are captive in the baren game



Picture 2. Children guard their fort from the enemy.



Traditional games such as Baren frequently incorporate a competitive element into their gameplay, which can assist in fostering a spirit of sportsmanship among the players. Consequently, Baren games serve not only as a source of entertainment but also as a conduit for imparting significant educational values, such as sportsmanship, which is of paramount importance to instill from an early age. The concept of sportsmanship in the traditional Baren game encompasses several key attributes, including acknowledging defeat, respecting opponents, maintaining humility in victory, fostering teamwork and mutual

support, and adhering to the established rules.

The concept of sportsmanship is fundamental to the world of sports, encompassing more than merely the mechanics of playing well. It is, in fact, an ethos, a moral code, and a set of character traits that permeate everyday life. In the Big Indonesian Dictionary, sportsmanship is defined as a fair and honest attitude towards opponents, as well as an attitude that is willing to recognize the superiority of an opponent or one's own defeat. It is also defined as honesty and sportsmanship. As asserted by Dr. James Loehr, cited by Agus Supriyanto, (2015), good sportsmanship contributes to the development of a strong personality. The cultivation of positive personality traits, including respect, humility, and courage, is facilitated when individuals learn to treat opponents with respect, accept defeat with sportsmanship, and celebrate success with humility. The concept of sportsmanship represents the second component of morality in the context of sporting activities. As postulated by Shields and Bredemeier, the term "good sportsman" is defined by a robust work ethic and an unwavering dedication to the spirit of the game. This implies that, in situations of conflict, moral principles will invariably supersede tactical benefits (Robert S. Weinberg & Daniel Gould, 2019). Another definition of sportsmanship posits that it is the capacity to treat others with dignity and fairness, and to accept any outcome in a game (Jennifer M. Beller & Sharon Kay Stoll, 1993). Consequently, the inculcation of sportsmanship values through traditional games such as Baren can have a profound

and beneficial impact on children's character development.

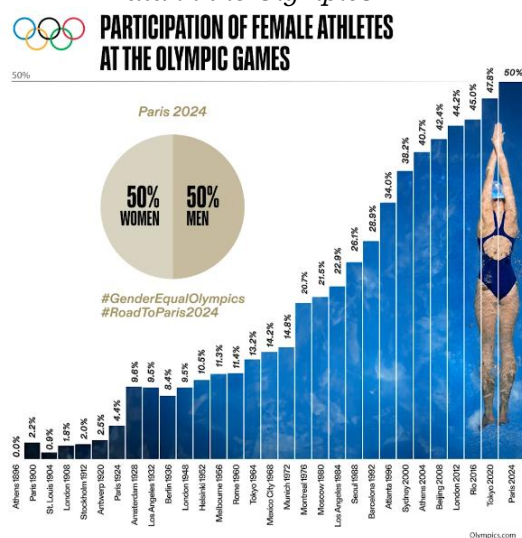
The concept of sportsmanship, as a fundamental aspect of ethical conduct in sporting activities, necessitates that individuals prioritize ethical principles over self-interest. This becomes particularly pertinent in the context of gender equality, where equal opportunities for women and men in sports also encompass equal opportunities to demonstrate and develop sportsmanship.

In the realm of sports, advancements in gender equality have been notable. Since the advent of the 20th century, women have been afforded expanded opportunities to engage in a spectrum of athletic pursuits. This includes Indonesia, where women, including those who wear the hijab, can now participate in competitive events on an equal footing with men. This equality is not merely reflected. The opportunities provided and the increasing number of female athletes participating in the Olympics are indicative of this growing gender equality. As reported by the International Olympic Committee (IOC), the Tokyo 2020 Olympics became the best gender-balanced Olympics in history, with the number of female athletes almost equal to male athletes, reaching 48% of the total participants. Indeed, the 2024 Paris Olympics has set a commitment to achieve full gender equality (*Gender equality through time: at the Olympic Games*, t.t.). This increase in women's participation in sport is not only occurring at the international level, but is also reflected at the national level and local levels.

The growth in the number of women participating in sporting activities is an indicator of progress towards achieving gender equality. Since the 1900 Paris Olympics, when only 22 women competed, the number of female athletes has increased markedly. At the 2016 Rio de Janeiro Olympics, female participation constituted 45% of the total number of athletes who competed. This development offers considerable optimism for achieving gender equality in sport, particularly in light of the numerous initiatives undertaken by the IOC to enhance the visibility and opportunities available to female athletes.

Furthermore, an analysis conducted by Dermawan et al. (2021) indicates a notable increase in female participation in sports since the 1970s, particularly in industrialized countries. In the United States, the number of female students participating in high school sports increased from less than 300,000 in the 1970-1971 academic year to 1,800,000 in the 1983-1984 academic year. At the university level, the number of female students participating in team sports increased from 16,000 in the 1970s to over 150,000 in 1984. Furthermore, the participation of women in the Olympics has increased markedly, from a mere 11 female athletes at the 1900 Paris Olympics to approximately 4,500, or 45 percent of the total number of athletes, at the 2016 Rio Olympics. The 2020 Tokyo Olympics has set a goal of reaching a 50 percent female participation rate.

Picture 3. Female Athlete Participation Data in the Olympics



Nevertheless, it is important to note that equality in participation does not necessarily imply equality in other aspects, such as sportsmanship. Research conducted by Egli et al. (2011) indicates that there are notable differences in motivation between men and women with regard to exercise. Men tend to be more intrinsically motivated, driven by factors such as enjoyment, challenge, and competition. In contrast, women often exhibit a greater propensity for extrinsic motivation, driven by factors such as avoidance of poor health and weight management. Additionally, extrinsic factors, such as the avoidance of poor health and weight management, contribute to this phenomenon. This assertion is further supported by the findings of Geneviève Coulomb-Cabagno & Olivier Rasclé (2006), who observed that male athletes exhibited higher levels of aggression compared to their female counterparts. Nevertheless, research by Van Heerden Ch (2014) indicated that there was no significant difference in sport participation motivation between men and

women, although women exhibited higher motivation both intrinsically and extrinsically. Similarly, Ender Şenel & Mevlüt Yildiz (2016) observed that female students enrolled in sport colleges demonstrated a greater proclivity towards sportsmanship. The findings indicate that there are differences in emotional characteristics between men and women, which may also be reflected in the context of traditional games such as Baren. The study aims to provide a clearer picture of the differences in sportsmanship attitudes between men and women in traditional games, as well as the implications for learning and individual character development in society.

The objective of this study is to examine the discrepancies in sportsmanship attitudes pertaining to the traditional game of Baren between men and women. It is hoped that this research will contribute to the development of more effective learning methods and support the preservation of traditional games as part of the nation's cultural heritage. By understanding the differences in sportsmanship attitudes between men and women, it is hoped that more effective strategies can be identified in teaching and instilling sportsmanship values in all individuals, so that they can grow into individuals with high character and ethics.

B. MATERIALS AND METHODS

This study employed a quantitative methodology with a comparative design to examine the attitudes towards sportsmanship in traditional Baren games among boys and girls students. The

quantitative method was selected for its capacity to facilitate the measurement of variables through the use of standardized instruments and the subsequent statistical analysis of data, thereby enabling the drawing of objective conclusions.

The population of this study consisted of all fifth-grade students at SD Negeri 02 Baleraksa and MI Ma 'arif NU 02 Baleraksa, located in Baleraksa Village, Karangmoncol District, Purbalingga Regency. The total number of students in the population was 59. The research sample was selected from the population of fifth-grade students in both schools. The sampling technique used was simple random sampling, which ensured that each student had an equal chance of being selected as a sample.

The instrument utilized in this study was a questionnaire designed to assess sportsmanship. This questionnaire comprises multiple items that encompass various facets of sportsmanship, including acknowledging defeat, respecting opponents, demonstrating humility upon winning, adhering to rules and regulations, exhibiting cooperation and support for the team. Each item employs a Likert scale with a value range of 1 (never) to 5 (always). The questionnaire has been validated by experts and was distributed to research samples to obtain written responses regarding the influence of sportsmanship in traditional baren games.

The data were collected by distributing questionnaires to a predetermined sample. Prior to completing the questionnaire, the researcher provided an explanation of the research objectives and instructions on how

to complete the questionnaire to the respondent. The respondents were permitted sufficient time to complete the questionnaire independently. Once all the questionnaires had been collected, the researcher conducted a verification process to ensure that all items had been completed correctly.

The data were subjected to descriptive and inferential statistical analysis. Descriptive statistics were employed to delineate the general characteristics of the sample and the distribution of respondents' answers. To test the hypothesis, an independent t-test was employed to compare the mean sportsmanship attitude between boys and girls students with the assistance of the SPSS 26.0 software program. Furthermore, all parametric assumption tests were conducted with a significance value of 5%. In order to meet the requisite analysis standards, the data underwent a normality test and a variance homogeneity test. The *Kolmogorov-Smirnov* test is employed for the purpose of assessing the normality of the data, while the *Levene's Test* method is utilized for the variance homogeneity test. The decision-making criterion is as follows: if the significance value is greater than 0.05, then the null hypothesis (H_0) is accepted. This indicates that the attitude of sportsmanship in the traditional game of Baren among boys students is not notably disparate from the attitude of sportsmanship in the traditional game of Baren among girls students. Conversely, if the sig. value is less than 0.05, then H_0 is rejected, signifying that the attitude of sportsmanship in the traditional game of Baren between boys students is significantly divergent from the attitude of

sportsmanship in the traditional game of Baren among girls students.

C. RESULT AND DISCUSSION

1. Analysis Requirement Test

To test the hypothesis proposed in this study, the variables studied—namely, the independent variable, which is the attitude of sportsmanship in traditional Baren games, and the dependent variable, which is gender—were tested using an independent t-test. Prior to conducting the analysis, the data from the research results were initially examined with the independent t-test analysis requirements test, namely the normality test and homogeneity test.

2. Normality Test

Normality test is used to determine whether the data is normally distributed or not as one of the prerequisite tests for conducting the Independent T-Test analysis test. The following are the results of the normality test of sportsmanship data in the traditional Baren game:

Tabel 1. Tests of Normality

Gender	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Boys	,127	19	,200*
Girls	,121	31	,200*

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, the results of the normality test using *Kolmogorov-Smirnov* show that the significance value of sportsmanship data on boys and girls is $0.200 > 0.05$, so the data for each group is normally distributed.

3. Variance Homogeneity Test

Homogeneity test is one of the prerequisite tests for conducting an Independent T-Test analysis test to determine whether the variances of the two groups are the same / homogeneous. The following are the results of the normality test of sportsmanship data in the traditional Baren game:

Tabel 2. Test of Homogeneity of Variance

	Levene Statistic	Sig.
Based on Mean	,179	,674
Based on Median	,107	,745
Median and with adjusted df	,107	,745
Based on Based on trimmed mean	,193	,663

The table above shows the results of the homogeneity test using the Levene's Test method. Levene's value is shown in the row of values based on Mean, which is 0.179 with a significance (sig) of 0.674 where > 0.05 which means there is an equal variance between groups or which means homogeneous.

4. Research Hypothesis Testing

The hypotheses in this study are:

H₀ = There is no significant difference between the average sportsmanship in traditional Baren games between boys and girls fifth grade elementary school students.

H_a = There is a significant difference in the average value of sportsmanship in traditional Baren games between boys and girls fifth grade elementary school students.

To test the above hypothesis, the following are the results of the

independent t-test analysis in the form of group statistics, and independent simple tests in the table below:

Tabel 3. Group Statistics

Gender	N	Mean
Boys	19	37,32
Girls	31	37,81

Based on the "Group Statistics" table above, it is known that the number of sportsmanship data for boys is 19 students, while for the girls group is 31 students. The average value of sportsmanship or mean for boys is 37.32, while for girls it is 37.81. Thus descriptively it can be concluded that there is an average difference in sportsmanship between boys and girls groups. Furthermore, to prove whether the difference is significant (real) or not, it is necessary to see the "independent simple test" section.

Tabel 4. Independent Samples Test

	Levene's Test for Equality of Variances	
	F	Sig.
Equal variances assumed	,179	,674
Equal variances not assumed		

Based on the table above, it is known that the Sig. Levene's Test for Equality of Variances is $0.674 > 0.05$, which means that the data variance between boys and girls sportsmanship is homogeneous or the same. So that the interpretation of the Independent Samples Test output table above is guided by the value contained in the "Equal variances assumed" table.

**Tabel 5. Independent Samples Test
T-test for Equality of Means**

	df	Sig. (2-tailed)
Equal variances assumed	48	,743
Equal variances not assumed	36,876	,746

Based on the "Independent Samples Test" output table in the "Equal variances assumed" section, it is known that the Sig value. (2-tailed) of 0.743 > 0.05, then as the basis for decision making in the independent sample t test it can be concluded that H₀ is accepted and H_a is rejected. Thus it can be concluded that there is no significant difference between the average sportsmanship in traditional Baren games between boys and girls fifth grade elementary school students.

	Mean Difference	95% Confidence Interval of the Difference	
		Lower	Upper
Equal variances assumed	-,491	-3,476	2,495
Equal variances not assumed	-,491	-3,533	2,552

Moreover, the output table indicates that the value of "Mean Difference" is -0.491. This value demonstrates the discrepancy between the sportsmanship exhibited by boys students and the mean level of sportsmanship observed among girls students, with a difference of -3.476 to 2.495 (95% Confidence Interval of the Difference Lower to Upper Bound).

5. Discussion

The results of the data analysis revealed no statistically significant difference between the sportsmanship attitudes of boys and girls students. In theory, the concept of sportsmanship is related to morality and ethics in competition. In their 2019 study, Shields and Bredemeier define sportsmanship as "the ability to treat opponents with respect, accept defeat gracefully, and celebrate victory with humility." Additionally, Dr. James Loehr, as referenced by Agus Supriyanto (2015), posits that exemplary sportsmanship can foster the development of a robust personality, encompassing attributes such as respect, humility, and courage. It can be reasonably deduced that traditional games such as Baren, which inculcate the values of sportsmanship, have the potential to significantly influence the character development of children.

The findings of this study indicate that boys and girls students exhibited comparable levels of sportsmanship when engaged in the Baren game. This suggests that the inculcation of sportsmanship values in children through character education via traditional games is an effective approach, irrespective of gender. This finding is consistent with the perspective put forth by Jennifer M. Beller & Sharon Kay Stoll (1993), who posit that sportsmanship entails treating others with fairness and respect, and accepting the outcome of the game. Education through traditional

games can instill in children the respect for opponents, the capacity for cooperation within a team, and an understanding of the rules of the game, all of which are essential elements of sportsmanship.

Previous research by Ender Şenel & Mevlüt Yildiz (2016) indicated that women tend to prioritize sportsmanship to a greater extent than men, while Geneviève Coulomb-Cabagno & Olivier Rasclé (2006) observed that men often display more aggressive behaviors in competitive contexts. However, in the traditional game of Baren, this discrepancy is not statistically significant. This may be attributed to the fact that the game places a premium on teamwork and strategic thinking, rather than on physical aggression. Baren games necessitate collaboration and mutual assistance among players, which can mitigate aggressive conduct and foster sportsmanship among all participants, regardless of gender.

Furthermore, the traditional game of Baren offers valuable educational opportunities for children in the area of sportsmanship. Euis Kurniati (2016) asserts that the game encompasses elements such as teamwork, strategy, and substantial physical exertion. Children develop an appreciation for the value of teamwork, the capacity to accept defeat with grace, and the ability to celebrate victory with humility. These elements collectively facilitate the development of a robust sportsmanship disposition.

In the context of moral judgment and prosocial behavior, this study lends support to the view that attitudes toward sportsmanship are closely related to an understanding of fair play. The study demonstrated that the majority of students demonstrated an understanding of the dilemma associated with prosocial behavior and fair play in competition. Students typically respond to moral judgment with appropriate sportsmanship behaviors, particularly in contexts involving interpersonal relationships with classmates and compliance with established rules. This indicates that an understanding of fair play and sportsmanship is of paramount importance in influencing students' conduct in a multitude of competitive scenarios (Mateusz Ludwiczak & Małgorzata Bronikowska, 2022). The findings of this study have significant implications for character education in primary schools. By recognizing that there is no notable discrepancy in sportsmanship attitudes between boys and girls students, educators can adopt a unified approach to teaching sportsmanship to all students. Traditional games like Baren can serve as an effective instrument in character education programs, assisting children in developing constructive attitudes that will prove beneficial in their daily lives.

Furthermore, the use of traditional games such as Baren can serve as an effective method for introducing and preserving local culture among younger generations. These games are not only

entertaining but also imbued with educational values that are crucial for children's moral and personal growth. Therefore, the incorporation of traditional games into the school curriculum can facilitate holistic character development and reinforce cultural identity among students.

In conclusion, the findings of this study lend support to the view that traditional games can play an important role in character education. In addition to providing entertainment, games such as Baren impart valuable lessons in sportsmanship. It is therefore anticipated that educational establishments will continue to promote and integrate traditional games into their curricula, thus facilitating the development of more positive character traits in their pupils. The utilization of traditional games as an educational instrument can also be an efficacious strategy in supporting children's psychosocial development, particularly in regard to the cultivation of sportsmanship, cooperation, and respect for others. This is consistent with the objective of education, which is to cultivate not only academic proficiency but also the moral and ethical development of students.

It is thus hoped that the results of this study will make a significant contribution to the development of more effective learning methods and support efforts to preserve traditional games as part of the nation's cultural heritage. The integration of traditional games into character education programs can

facilitate the creation of a more inclusive and comprehensive learning environment, thereby supporting the personal development of Indonesian children who possess strong character and high ethical standards. Furthermore, there is a necessity for pedagogical interventions that are specifically designed to assist students in developing moral competencies and pro-social behaviors that are related to sportsmanship and fair play.

This entails modifying the curriculum to equip educators with the requisite skills to effectively implement the principles of sportsmanship and fair play within the academic setting. This, in turn, will influence students' moral and educational perspectives in a significant manner, thereby affecting their future lives.

D. CONCLUSION

The study concluded that there was a statistically significant difference in the average value of sportsmanship between boys and girls. The results also demonstrated that the obtained significance value of 0.743 was greater than 0.05, indicating that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. The results demonstrate that there is no statistically significant difference in the average level of sportsmanship exhibited by boys and girls fifth-grade elementary school students in the context of the traditional Baren game. The results indicate that traditional games such as Baren can be utilized as a tool to foster sportsmanship attitudes among elementary

school students, with no significant differences based on gender. This game emphasizes teamwork, strategy, and significant physical effort, which helps students develop positive sportsmanship attitudes, such as admitting defeat, respecting opponents, maintaining humility when winning, and working together as a team.

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