

Social And Cultural Values In The Physical Education Learning Process At State Senior High School 1 Sirenja

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ABSTRACT

This study aims to examine the implementation of social and cultural values in the learning process of Physical Education, Sports, and Health (PJOK) at SMA Negeri 1 Sirenja. The social values investigated include cooperation, sportsmanship, tolerance, and discipline, while the cultural values encompass the preservation of local culture, respect for cultural identity, multicultural awareness, and the integration of modern and traditional values. This research employed a mixed-methods approach, combining quantitative and qualitative methods concurrently. Quantitative data were collected through the distribution of Likert-scale questionnaires to ninth-grade students at SMA Negeri 1 Sirenja, while qualitative data were obtained through interviews with PJOK teachers. The results indicate that social and cultural values have been implemented quite well in the PJOK learning process at SMA Negeri 1 Sirenja. Social values such as cooperation, sportsmanship, tolerance, and discipline are evident in team sports activities and in interactions among students. Cultural values are also reflected through the cultivation of respect for local culture. Interview findings reveal that physical education not only plays a role in developing students' physical aspects but also contributes to character building. Nevertheless, several challenges remain, including differences in students' characteristics and the influence of habitual gadget use, which affects students' readiness to participate in learning activities. Therefore, physical education has a strategic role in instilling social and cultural values when supported by teachers' roles, school policies, and students' awareness in the learning process.

Keywords: Values, Social, Cultural, Physical Education, Character.

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INTRODUCTION

Physical education is an integral part of the education system, not only oriented towards physical development but also plays a vital role in shaping students' character (Sutopo & Sukoco, 2020; Arifin, 2020). Through physical activity, students are not only trained in motor skills and physical fitness but also guided to internalize social and cultural values relevant to community life. Values such as cooperation, sportsmanship, tolerance, and discipline are an integral part of the Physical Education, Sports, and Health (PJOK) learning process, while also serving as a means to develop positive attitudes and behaviors in students' daily lives (Oktaviyanti et al., 2019).

In a cultural context, physical education has strategic potential as a medium for preserving and strengthening local cultural identity (Farhaeni & Martini, 2023). Through the introduction of traditional games, culture-based physical activities, and social interactions in learning, students can be introduced to cultural values such as mutual cooperation, respect for tradition, multicultural awareness, and the ability to integrate modern and traditional values. This is increasingly important amidst globalization and technological developments, which have the potential to shift local values if not balanced with strong character education.

Several previous studies have shown that the integration of social and cultural values into education has a positive influence on student character development (Nugraha & Hasanah, 2021; Sartika et al., 2024). Meanwhile, studies on cultural values emphasize the importance of education as a means of preserving local cultural heritage and strengthening national identity (Siswoyo et al., 2019). However, most of this research focuses on the general educational context and has not specifically examined physical education learning at the high school level, necessitating a more contextual and in-depth study (Martínez, 2021).

Advances in science and technology have influenced the dynamics of physical education learning (Saputra et al., 2024). While technology facilitates the learning process, it also presents challenges in the form of reduced direct social interaction and decreased student readiness for physical activity due to the habit of using gadgets (Iswanto & Widayati, 2021). This situation demands a physical education learning approach that is not only adaptive to current developments but also able to instill social and cultural values in students in a contextual and meaningful way.

Based on these conditions, this study aims to examine the application of social and cultural values in the Physical Education (PJOK) learning process at SMA Negeri 1 Sirenja, as well as their role in building student character. This study also seeks to identify the challenges faced by teachers in integrating these values into learning. The results of this study are expected to provide academic contributions in the form of strengthening the study of physical education based on social and cultural values, as well as practical benefits as a consideration for teachers and schools in developing PJOK learning that is more holistic, contextual, and oriented towards building student character.

METHOD

This study employed a mixed methods approach, combining quantitative and qualitative research methods simultaneously (Creswell & Sugiyono, 2017). This approach was used because the research aimed not only to obtain numerical data regarding the application of social and cultural values, but also to gain an in-depth understanding of the processes and experiences of teachers in Physical Education learning. Quantitative methods were used to measure the level of application of social and cultural values through questionnaires, while qualitative methods were used to gather in-depth information through interviews.

This research was conducted at Sirenja 1 Public High School, Donggala Regency. The qualitative research subjects were Physical Education, Sports, and Health (PJOK) teachers at Sirenja 1 Public High School. Subject selection was based on the consideration that PJOK

teachers play a direct role in the learning process and have a sufficient understanding of the application of social and cultural values in physical education.

The subject selection technique in the qualitative part of the research used purposive sampling, which is a subject selection technique based on certain considerations relevant to the research objectives (Sugiyono, 2017). Physical Education, Sports, and Health (PJOK) teachers were chosen as subjects because they were considered to have experience, knowledge, and direct involvement in the application of social and cultural values during the physical education learning process.

In the quantitative part of the research, the sampling technique was adjusted to the population conditions and research objectives. The sample was taken from ninth-grade students of SMA Negeri 1 Sirenja, taking into account student representation, so that the data obtained can objectively describe the conditions of the application of social and cultural values in Physical Education, Sports, and Health learning.

Data collection techniques in this study were conducted through questionnaires, interviews, and documentation. Questionnaires were used to obtain quantitative data from students regarding the application of social and cultural values in Physical Education, Sports, and Health learning. Interviews were conducted with Physical Education (PJOK) teachers to obtain more in-depth qualitative data regarding the process of implementing social and cultural values in learning. Documentation was used as supporting data, including photographs of learning activities, school archives, and other documents relevant to the research implementation. Quantitative and qualitative data collection techniques need to be carried out systematically to ensure the data obtained is valid and in accordance with the research objectives (Hendra et al., 2023).

The quantitative research instrument consisted of a Likert-scale questionnaire structured based on social and cultural values to systematically measure respondents' perceptions (Pranatawijaya et al., 2019). The qualitative instrument consisted of an interview guideline used as a reference in conducting interviews with physical education teachers. The quantitative research instrument was first tested for validity and reliability to ensure its suitability as a data collection tool.

The data analysis techniques in this study were both quantitative and qualitative. Quantitative data were analyzed using statistical analysis to determine the average value and percentage of social and cultural value implementation. Qualitative data were analyzed through the stages of data reduction, data presentation, and drawing conclusions based on the Miles and Huberman model.

RESULTS AND DISCUSSION

RESULTS

The research results show that social values in Physical Education, Sports, and Health (PJOK) learning at SMA Negeri 1 Sirenja have been implemented quite well. The values of cooperation, sportsmanship, tolerance, and discipline are evident in team sports learning activities and student interactions throughout the learning process.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Idn_KerjaSama	98	2.67	4.00	3.2551	.36073
Idn_Sportivitas	98	2.40	4.00	3.2510	.34974
Idn_Toleransi	98	2.00	4.00	3.3571	.50257
Idn_Disiplin	98	2.50	4.00	3.1378	.36277
Valid N (listwise)	98				

Figure 1. Mean Value of Each Social Value Indicator
 Source: Researchers, 2025

In addition to social values, cultural values have also been implemented in physical education (PJOK) learning. The values of preserving local culture, respecting cultural identity, multicultural awareness, and integrating modern and traditional values are reflected in learning activities that involve social interaction and contextual physical activity.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Idn_PelestarianBudayaLokal	98	2.33	4.00	3.1667	.38066
Idn_PenghormatanIdentitasLokal	98	2.33	4.00	3.1871	.37708
Idn_KesadaranMultikultural	98	2.33	4.00	3.2007	.39684
Idn_IntegrasiNilaiModernTradisional	98	2.00	4.00	3.1122	.42796
Valid N (listwise)	98				

Figure 2. Mean Value of Cultural Value Indicators
 Source: Researchers, 2025

Interview results indicate that physical education (PJOK) learning focuses not only on developing physical abilities but also serves as a means of instilling social and cultural values. However, several challenges were identified in its implementation, such as differences in student characteristics and the influence of device use on student readiness for learning.

DISCUSSION

Based on the results of quantitative data analysis, the social values in Physical Education learning at SMA Negeri 1 Sirenja are in the good category, as indicated by the relatively high mean values for the indicators of cooperation, sportsmanship, tolerance, and discipline. This finding reinforces the view that physical education is not only oriented towards physical development, but also has a strategic role in shaping the social character of students. The role of the Physical Education teacher is crucial for the success of instilling values in learning. Teachers function not only as instructors but also as role models in demonstrating attitudes of discipline, sportsmanship, and responsibility to students (Adi, 2019). The value of cooperation that emerges in team sports learning is in line with the physical education theory proposed by Sutopo & Sukoco (2020), which states that group-based physical activities are effective in fostering collaborative skills and a sense of social responsibility (Görgüt & Tutkun, 2018).

Through team games, students learn to set aside individual interests for group goals, which, according to Subekti et al. (2024), is the core of internalizing the value of cooperation in education. Learning models that involve game activities and group collaboration have also been shown to increase student motivation in physical education (Stephani et al., 2019).

Furthermore, the value of sportsmanship reflected in the attitude of accepting victory and defeat according to the rules supports Lickona's view that moral character develops through concrete practice in real-life situations. Physical education provides an authentic context for students to learn to be honest, fair, and respectful of opponents, which are fundamental aspects in developing moral character. Research findings also indicate that the value of tolerance is developed through interactions between students with different backgrounds and abilities. This aligns with social cognitive theory, which states that learning occurs through interaction and observation of the behavior of others in a social environment (Putu et al., 2025). In this context, sports become a social medium that allows students to learn to accept differences and develop empathy naturally.

The value of discipline that emerges through adherence to game rules and teacher instructions reinforces Manik's (2016) opinion, which states that discipline in physical education contributes to the development of self-control and personal responsibility. Thus, the results of this study confirm that physical education serves as an effective and applicable vehicle for learning social values. Furthermore, the implementation of values in the physical education curriculum needs to be consistent so that students become accustomed to applying them in their daily lives (Önal et al., 2023).

The results of the study indicate that cultural values in Physical Education learning at SMA Negeri 1 Sirenja are also in the fairly good category, particularly in the aspects of local cultural preservation, respect for cultural identity, multicultural awareness, and the integration of modern and traditional values. The value of local cultural preservation implemented through the introduction of traditional games aligns with the view of Farhaeni & Martini (2023), who emphasize that education plays a crucial role in transmitting cultural values to the younger generation. The use of traditional games in learning also provides a more engaging and contextual learning experience for students and strengthens their understanding of local culture (Lestari, 2021).

Physical education is a relevant space because it allows students to practice culture, not just learn it theoretically. The aspect of respect for cultural identity is reflected in students' attitudes towards local traditions and customs in learning. This supports Tilaar's view that local culture-based education can strengthen students' identity while forming a strong national character. Meanwhile, the increasing multicultural awareness of students shows that physical education can function as a medium for multicultural education, as Banks (2018) stated that the experience of learning together in an equal context can reduce prejudice and increase acceptance of differences. Sports and games from various regions provide direct experience of Indonesia's cultural diversity.

The integration of modern and traditional values in physical education reflects an educational approach that adapts to current developments without abandoning cultural roots. Innovative and contemporary physical education (PJOK) instruction is also crucial for maintaining student interest in physical activity and helping teachers integrate social and

cultural values more effectively (Saputra et al., 2024). This aligns with Ki Hadjar Dewantara's opinion, which emphasized that education must be grounded in one's own culture while being open to progress. Thus, physical education not only preserves culture but also fosters students' creativity and innovation.

CONCLUSION

This study concludes that social and cultural values have been implemented in the Physical Education, Sports, and Health (PJOK) learning process at SMA Negeri 1 Sirenja. Social values such as cooperation, sportsmanship, tolerance, and discipline emerge in physical education learning activities, especially through team sports activities and interactions between students during the learning process. The application of these values indicates that PJOK learning is not only oriented towards developing physical abilities, but also contributes to the formation of students' social attitudes and behaviors.

In addition to social values, physical education (PJOK) also plays a role in instilling cultural values in students. The values of preserving local culture, respecting cultural identity, multicultural awareness, and integrating modern and traditional values are reflected in learning activities that involve cooperation, mutual respect, and openness to differences. This demonstrates that physical education has the potential to strengthen students' character based on social and cultural values.

However, the implementation of social and cultural values in physical education (PJOK) learning still faces several challenges, particularly differences in student character and the influence of gadget usage habits that affect student readiness to participate in learning. Therefore, it is recommended that PJOK teachers develop more varied and contextual learning strategies to strengthen the instillation of social and cultural values. Future research is expected to further examine innovative learning strategies that are effective in integrating social and cultural values into physical education across various school contexts.

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