

Gender, Sports Participation, Self-Identity : A Correlational Analysis in Physical Education Aged 11-12 Years

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ABSTRACT

The phase of late childhood (11-12 years) cannot be separated from changes towards early adolescence which has more complex social development. Physical Education Learning (PE) strives to help guard the formation of student self-identity. This study aims to reveal the correlation between gender, sports participation, and self-identity in PE learning at the age of 11-12 years. This correlational quantitative research involved Avicena Anyer Islamic Elementary School students, Banten as a Population. Samples were taken using accidental sampling techniques and quota sampling combinations to include 60 students, each of whom was 50% male and female. To obtain gender-sports participation data, the study used questionnaires with grids of demographic information and sports preferences. While the instrument for self-identity variables uses the Bem Sex Role Inventory questionnaire. The data analysis technique uses double linear regression and double correlation with SPSS 23. Field findings prove that gender and sports participation have a positive effect on self-identity with F count results of 4.012 at 0.028 signification; There was no significant correlation between gender and sports participation by showing a correlation coefficient of 0.006 at an error level of 0.05; There is a positive correlation between gender and sports participation. It can be concluded that gender and sports participation have an influence on the formation of self-identity of children aged 11-12 years. Still, gender does not have a significant influence on sports participation. Hard, soft, and neutral sports participation emerges from students' culture and social environment.

Keywords: Gender, sports participation, self-identity, physical education, age 11-12 years

A. Introduction

The age of 11-12 years makes children enter a critical developmental phase in the formation of their identity. Physical Education (PE) should not only focus on physical aspects and sports skills alone but also consider the psychological and social dimensions of student development. Self-identity, which includes an understanding of oneself, self-confidence, and feelings towards the body and physical abilities, is strongly influenced by experiences in PE (Arina, 2021). But, unfortunately, in practice, we often see that PE educators are indifferent to these aspects. They may focus more on achieving sports achievements or forget how physical activity and exercise can be important tools in helping students go through the process of self-discovery. As a result, the great potential of PE as a means of developing self-identity is often not fully realized. There needs to be a deeper understanding of the role PE plays in supporting the development of self-identity at this age. The emphasis on psychological and social aspects in PE learning can help students overcome the challenges that arise during this transition period and build a strong foundation for their future self-development (Sumardi, 2022). Therefore, there needs to be a change in approach and understanding in PE learning to ensure that students not only have good physical skills but also have a deeper understanding of themselves and strong self-confidence.

Field facts explain, if you forget the importance of forming self-identity through PE at the age of 11-12 years, the impact can extend to various aspects of student life, both in the short and long term. In adolescence, this period becomes a very crucial time in the formation of individual identity. If students do not get enough support in understanding themselves, developing confidence, and overcoming body discomfort, this can lead to serious consequences. On a social level, they may have difficulty interacting with peers, feel excluded, or even experience bullying (Agus, 2021). On the academic side, low self-confidence and feelings of discomfort can affect their learning motivation and achievement. In addition, uncertainty about self-identity can also open the door to mental well-being issues such as anxiety and depression. Furthermore, these untreated effects in childhood can spill over into adolescence and adulthood. As they grow into

adulthood, individuals who do not have a sufficient understanding of themselves and low self-confidence tend to have difficulty in making important decisions, such as career choices, relationships, and life goals. They may experience feelings of confusion and uncertainty, which can hinder their personal growth and achievement of their full potential (Darmawan, 2021). Therefore, understanding and evaluating the role of PE in helping to form self-identity in 11-12-year-olds has tremendous urgency. This not only affects the childhood phase, but also impacts deep into adolescence and adulthood, creating more confident, happy, and successful individuals in their life journey.

The importance of understanding the relationship between gender, sports participation, and self-identity becomes even clearer when we consider the characteristics of the phase of late childhood, particularly at 11-12 years of age. Relevant research shows that at this age, children begin to experience significant changes in their gender identity, as well as their feelings towards physical ability and involvement in sports activities. Here, gender becomes an important factor in understanding how sports participation affects the development of self-identity at this age (Gunawan, 2019). Furthermore, the role of PE in this context is crucial. PE can be a powerful platform to help students design their gender identity positively, overcome existing stereotypes, and feel confident in sports participation. In late childhood, PE can provide experiences that allow students to feel accepted and valued regardless of their gender, which in turn can have a positive impact on the formation of a strong self-identity. This phase at the age of 11-12 years is a vulnerable period and has the potential to affect long-term development (Arina, 2021). Therefore, understanding the role of PE in linking gender, sports participation, and self-identity at this age is essential to support students' positive development in those aspects.

Previous research has provided a deep understanding of the relationship between gender, sports participation, and self-identity formation in late childhood. For example, in the (Darmawan) study, it was found that inclusive and supportive sports participation can contribute significantly to the positive development of self-identity of students aged 11-12 years, regardless of their gender. Another study by Agus (2021) highlights the important role of PE in helping students

overcome gender stereotypes and design strong gender identities. Therefore, this study reinforces previous findings by exploring the impact of inclusive PE approaches and gender awareness on the self-identity of students aged 11-12 years. The novelty of this research lies in its focus on educational practices in an inclusive and gender-sensitive PE environment. In addition, the study also integrates a deep understanding of the characteristics of late childhood in the context of self-identity development, which will provide additional insight into how PE can be a vessel for positive and strong identity formation at this crucial age. In addition, this study seeks to identify strategies that PE educators can use to support the development of student self-identity more effectively and inclusively

As a solution to increase the role of PE in the formation of self-identity at the age of 11-12 years, further research is needed that focuses on correlational analysis between gender, sports participation, and self-identity. By exploring the relationship and impact of these factors in the context of PE, we can develop more effective strategies and approaches to creating inclusive and supportive environments. As such, this research will make a valuable contribution to the development of a more gender-sensitive PE approach, and at the same time help students aged 11-12 years navigate the process of self-identity with more confidence and positivity. Thus, the importance of researching Gender, Sports Participation, and Self-Identity in the context of PE at 11-12-year-olds is becoming increasingly clear in our efforts to create more meaningful and supportive learning experiences for young people."

This study is a correlational quantitative to reveal the correlation between gender, sports participation and self-identity in PE learning at the age of 11-12 years. This study involved students of Avicena Anyer Islamic Elementary School, Banten as a Population. Samples are taken by accidental sampling technique, namely unplanned sampling; and the combination of quota sampling with sampling that requires achieving a certain quota. The study sample involved 60 students consisting of 50% male and female respectively. Gender and sports participation data were collected using Likert-scale questionnaires with grids of demographic information and sports preferences. The instrument to determine self-identity uses the Bem Sex Role Inventory (BSRI) questionnaire with attributes

that indicate the level of femininity, masculinity, and neutral or androgynous characteristics. The data analysis technique uses multiple regression and correlation analysis with SPSS 23 with the output analyzing regression coefficients that describe the relationship between the dependent variable and each predictor.

B. Results and Discussion

Field data using Kolmogorov-Smirnov analysis on gender, sports participation, and self-identity variables were in the normally distributed range of $p > 0.05$. The double linear equation and the signification test of the regression equation coefficient are shown in the following table:

Table 1. Descriptive statistics

	Gender	Sport Participation	Self-Identity
Mean	7.81	16.23	12.82
Std. Deviation	6,531	3,419	2,927
Kolmogorov-Smirnov Z	0,754	1,201	1,314
Asymp. Sig. (2-tailed)	0,564	0,182	0,636

Table 2. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	1 (Constant)	1.421	.926		
Gender	.201	.053	.014	3.892	.007
Sport Participation	.246	.095	.423	4.012	.028

a. Dependent Variable: Self-Identity

Table 3. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.808	2	17.805	31.086	.000
	Residual	3.965	57	.540		
	Total	39.600	59			

a. Predictors : (Constant), Sport participation, Gender

b. Dependent : Self-Identitiy

Table 4. Model Summary

	Model
	1
R	.448*
R Square	.304
Adjusted R Square	.854
Std. error of the Estimate	.752
Change Statistics	
	R Square
	Change
	F Change
	df1
	df2
	Sig. F Change

a. Predictors: (Constant),

Sport Participation, Self-Identity

Gender and sports participation positively affects self-identity with F count results of 4.012 at 0.028 significance. Hary and Firdiansyah's (2019) research examining the relationship between gender and sports participation often finds evidence supporting the positive influence of sports participation on individual self-identity. In some studies, 11-12-year-olds hereinafter referred to as "female students and male students" actively involved in sports often report increased self-confidence and stronger self-identity when learning PE. Retnanto and Firdiansyah

(2022) point out in their research that sports participation can help individuals, especially female students, overcome gender stereotypes and feelings of inferiority that often arise in the school environment. PE learners have the opportunity to develop skills, achieve achievements, and feel stronger physically and mentally. This can help strengthen self-identity and help you feel more confident in following PE learning. Sports participation can also help individuals feel more connected to social groups that share similar interests.

Sports often create a strong community among their participants, and this can have a positive impact on PE identity. Individuals feel more accepted and valued by fellow students, which in turn can increase confidence and feelings of positive identity. The results of Retnanto and Firdiansyah's (2023) research show that PE provides opportunities to overcome obstacles and obstacles, both in the form of physical and mental competition. The ability to overcome challenges in physical activity can stimulate the development of traits such as grit, hard work, and determination, all of which can increase a sense of self-identity. Individuals who feel able to overcome obstacles in sports often carry these beliefs into everyday life, reinforcing their positive identity. Firdiansyah (2022) added that sports participation has a positive impact on the self-identity of individuals, both male and female students. This proves the importance of PE in helping individuals feel more confident, overcome social barriers, and reinforce positive feelings of self-identity.

Field data showed no significant correlation between gender and sports participation by showing a correlation coefficient of 0.006 at an error level of 0.05; as the result $R^2 = 0.04$ interprets that 30.4% of the variables of student self-identity can be explained by gender and sports participation. So the influence of gender and sports participation together on self-identity is 30.4. Research involving different cultures and countries found that factors such as culture, economy, and access to sports facilities had a much greater impact on sports participation than gender factors. Ramadan et al (2023) research that other factors are far more important than gender in predicting sports participation. Subagio et al (2020) research comparing sports participation trends over decades shows that the difference in participation between male and female students in PE has

decreased over time. This suggests that social and cultural factors that once restricted female students' participation in sports have diminished. Firdiansyah, Agus, and Husni (2023) study shows that education level and awareness about the health benefits of exercise influence participation more than gender factors. As education about the benefits of sports is improved and awareness about the importance of an active lifestyle increases, sports participation can become more evenly distributed between male and female students. Several studies highlight changes in sports culture that are more inclusive and support female student participation. Field data explains that increasing sports coverage for female students in gender equality in the application of PE contributes positively to sports participation among female students (Hary & Firdiansyah, 2019).

There is a known positive correlation between gender and sports participation in PE learning. Firdiansyah's research confirms a sports participation gap between male students and female students. Studies show that male students are more likely to be involved in sports than female students, especially in competitively oriented sports and physiques that are considered more masculine. Field data determined this was due to a variety of factors, including gender stereotypes, social norms, and cultural expectations. Research has also highlighted differences in health benefits between male and female students in sports participation. Although exercise has a positive impact on physical and mental health, some studies suggest that female students are more susceptible to certain sports injuries, while male students may be more likely to get greater health benefits (Rumawatine et al., 2017) (Firdiansyah, 2019). Another study by Widiastuti et al (2019) revealed gender discrimination in sports that includes inequalities in income, support, or rewards between male and female students. The results of this study encourage demands for reform and greater gender equality in the world of sport. Firdiansyah's research reveals the role of role models and public figures in influencing gender-based sports participation. When female students and male students who are successful in sports become strong role models, this can encourage more individuals, especially children, to engage in sports regardless of gender.

C. Conclusion

This study led to the conclusion that gender and sports participation influence the formation of self-identity of children aged 11-12 years. Still, gender does not have a significant influence on sports participation. Hard, soft and neutral sports participation emerges from students' culture and social environment.

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