



The Effectiveness of Role-Playing Model with a Culturally Responsive Teaching Approach to Increasing Value of Sportsmanship in PJOK

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Abstrac: This study aims to determine the influence of the Role-playing method based on Culturally Responsive Teaching on increasing student sportsmanship in PJOK learning at SMPN 3 Bayongbong, Garut Regency. The method used was an experiment with the Pretest-Posttest Control Group Design. The study population included 165 grade VIII students, with a sample of class VIII B (30 students) as the experimental group and VIII C (32 students) as the control group selected through cluster sampling. The research instrument is in the form of a sportsmanship scale with indicators of respecting the rules, opponents, fairness, honesty, fair play attitude, and acceptance of results. The results of the t-test showed a significant increase in sportsmanship in the experimental group compared to the control group. These findings confirm the effectiveness of the Role-playing method based on Culturally Responsive Teaching in PJOK learning. Implicitly, teachers can integrate this approach to strengthen character education, while further research is recommended to expand the level of education as well as other affective variables.

Keyword: Role-playing, culturally responsive teaching, sportivitas, PJOK.

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INTRODUCTION

Instilling sportsmanship values in students is essential (Anwar et al., 2020; Nopembri et al., 2020). This is in line with the goals of physical education, sports, and health (PJOK) which not only focus on developing physical fitness and movement skills, but also on building students' character and emotional stability (Safitri, 2020). Sportsmanship, as an integral part of character education, has an important role in shaping individual behavior that is honest, responsible, and cooperative, even in competitive contexts such as football games. The value of sportsmanship also encompasses the principles of fair play that underlie the development of positive attitudes and ethical behaviors in various physical activities. Physical education is essentially an educational process that utilizes physical activity to produce changes in individual qualities, both physically and spiritually, thereby becoming fundamental for the progress of a nation (Hadiwardoyo, 2020).

Role-playing is one of the pedagogical approaches proven effective in honing interpersonal skills and instilling character values (Ahmed et al., 2020). Through simulating specific situations or roles, learners are encouraged to express and understand the implications of each action in a safe environment. This approach facilitates active student involvement and provides practical experience in applying sportsmanship amid social dynamics. Several studies have shown that role-playing contributes positively to students' empathy, moral reasoning, and cooperative behavior (Habsy, 2022). However, most previous studies have applied role-playing in general character or moral education contexts, with limited focus on its implementation in Physical Education (PJOK) specifically related to sportsmanship values.

Meanwhile, the Culturally Responsive Teaching (CRT) approach has gained prominence in the contemporary education landscape, emphasizing the integration of students' experiences, values, and cultural backgrounds to enhance the relevance and meaningfulness of learning (Mehta, 2024; Wah & Nasri, 2019). Previous studies demonstrated that CRT could enhance students' engagement, motivation, and sense of belonging (Slamet et al., 2021; Tupas & Palmares, 2018). Nevertheless, most CRT-based implementations have been concentrated in subjects such as language, social studies, or multicultural education (Nurlian & Wisnu, 2018; Sarbaitinil et al., 2024), whereas its integration into physical education contexts especially for cultivating affective domains like sportsmanship has not been thoroughly examined.

The synergy between role-playing and CRT offers a novel pedagogical pathway to create a more contextual and inclusive learning experience that respects cultural diversity while motivating students to internalize and apply sportsmanship values in their daily contexts. This combination is expected to strengthen the affective and psychomotor aspects of PJOK learning, since character education is not merely about transferring information but also about habituating values through engaging and culturally relevant activities (Egistiani et al., 2023; Ikrom & Arifin, 2022; Mujriah et al., 2022; Suliswaningsih et al., 2021).

Several previous studies have shown that the application of learning strategies that consider the cultural context and experiences of students can increase motivation, engagement, and character development (Nurlian & Wisnu, 2018; Sarbaitinil et al., 2024; Tupas & Palmares, 2018). Consequently, investigating the efficacy of role-playing, informed by a culturally responsive teaching strategy, in bolstering sportsmanship values within Physical Education, Health, and Sports instruction is both pertinent and significant. This research is anticipated to offer practical insights for developing PJOK learning models that cultivate sportsmanship while respecting student cultural diversity. Nevertheless, empirical studies specifically focusing on the application of role-playing in physical education, when combined with a culturally responsive teaching approach, remain relatively scarce. Therefore, the objective of this study is to dissect the effectiveness of the role-playing method, grounded in culturally responsive teaching, for elevating students' sportsmanship values in PJOK learning environments.

Despite the growing body of research on both role-playing and CRT, empirical studies that integrate the two within PJOK learning remain limited. Previous works have yet to explore how culturally responsive elements can enhance the effectiveness of role-playing in fostering sportsmanship values. Therefore, this study aims to fill this gap by analyzing the effectiveness of the role-playing method grounded in culturally responsive teaching for enhancing students' sportsmanship in PJOK learning environments. The findings are expected to provide theoretical

contributions and practical insights for developing PJOK learning models that foster sportsmanship while embracing students' cultural diversity.

METHOD

This study adopts a quasi-experimental design with a "Pretest-Posttest Control Group Design" (Fraenkel et al., 2012). In this design, two groups, namely experiment and control, each underwent a pretest. The experimental group then received a PJOK learning intervention using the Role-playing method enriched with a "culturally responsive teaching" approach, while the control group followed conventional PJOK learning. After the intervention period, both groups were re-evaluated through a final measurement (posttest) to analyze changes and differences in learning outcomes. The selection of this design is based on its ability to facilitate a direct comparison of the effectiveness of role-playing methods based on "culturally responsive teaching" in fostering students' sportsmanship when compared to standard PJOK learning methods.

This study involved two PJOK teachers and all grade VIII students at SMPN 3 Bayongbong, Garut Regency, which consisted of 165 students divided into five classes. The sampling method used is cluster sampling, which results in the selection of two classes to be used as research samples. Class VIII B, with 30 students, was designated as an experimental group that would receive interventions using the Role-playing method enriched with a culturally responsive teaching approach, while class VIII C, which consisted of 32 students, was designated as a control group that would follow conventional PJOK learning. With the composition of this sample, researchers can obtain an accurate representation of the impact of the culturally responsive teaching-based role-playing method on increasing students' sportsmanship values in PJOK learning.

In this study, the scale of measuring student sportsmanship value was compiled by the researcher based on relevant concepts from previous research. The preparation of the scale begins with the creation of a grid that contains the concept and operational definition of sportsmanship values, including key indicators such as compliance with rules and referee decisions, respect for the opponent, fair and honest attitude, acceptance of the results of the match, commitment to the principles of sportsmanship (fair play), and support for teammates. The validity of this instrument is then verified through an assessment by experts (expert judgment) to ensure the suitability between the indicators and the theoretical framework. Next, the scale is tested (try-out) to evaluate the validity and reliability of each statement item, aiming to ensure that the instrument can measure the intended aspect consistently.

This research was carried out in several stages. The initial stage involves giving a pretest to both research groups to measure the level of student sportsmanship before the intervention. Furthermore, in the second stage, the experimental group received PJOK learning using the Role-playing method with a culturally responsive teaching approach. Meanwhile, the control group followed conventional PJOK learning. The learning process in the experimental group followed nine stages proposed by Shaftel. These stages include: 1) warming up issues that relate sportsmanship situations to the cultural context of students; 2) selection of participants based on interests and backgrounds; 3) Stage arrangement according to the scenario of a sports game; 4) the preparation of observers to document sportsmanship behavior; 5) acting according to the scenario; 6) discussion and evaluation with students; 7) replay for role improvement; 8) follow-up discussions that emphasize cultural diversity; 8) as well as drawing conclusions and affirming the value of sportsmanship studied (Joyce et al., 2016).

The data analysis in this study utilizes SPSS software version 23.0 through several stages. Given that the study design is a Pretest-Posttest Control Group Design with two groups, the data analysis includes a Paired Sample t-test to identify a difference in sportsmanship values between pretest and posttest measurements in one group, as well as an Independent Sample t-test to detect differences in increased sportsmanship values between the experimental group and the control group.

RESULT

1. Describe Date

To determine the influence of the role-playing method based on *culturally responsive teaching* on student sportsmanship, data was processed from pretest and posttest scores in the experimental and control groups. The experimental group received PJOK learning with a culture-based role-playing model, while the control group received a conventional method. The results of the calculation of the average, standard deviation, and variance of sportsmanship values in the experimental group can be seen in Table 1.

Test period	Average	Standard deviation	Varians
Pretest experiment	65,42	8,217	67,52
Posttest experiment	78,3	7,894	62,3
Pretest control	64,87	7,566	57,25
Posttest control	66,15	7,202	51,87

Table 1 shows the comparison of mean scores, standard deviations, and variance in sportsmanship values in the experimental and control groups before and after treatment. It was seen that the experimental group experienced a higher increase in sportsmanship value than the control group.

2. Hypothesis Requirements Testing

Before testing the hypothesis, normality and homogeneity tests were conducted to ensure the data met statistical assumptions. The normality test using the Kolmogorov-Smirnov method showed that the sportsmanship score data in both groups were normally distributed. In the experimental group, the pretest ($Z = 0.723$; $p = 0.621$) and posttest ($Z = 0.684$; $p = 0.802$) values indicated normal distribution ($p > 0.05$). Similarly, in the control group, the pretest ($Z = 0.512$; $p = 0.765$) and posttest ($Z = 0.489$; $p = 0.832$) also met the normality assumption ($p > 0.05$). The homogeneity test using Levene's Statistic further showed that the data were homogeneous. The experimental group had a Levene value of 0.387 with a significance of 0.542 ($p > 0.05$), while the control group showed a Levene value of 0.118 with a significance of 0.741 ($p > 0.05$). Thus, the data fulfilled the assumptions of normality and homogeneity, allowing the use of parametric statistical analysis in the subsequent tests.

3. Hypothesis Testing

Hypothesis testing was carried out with a Paired Sample t-test to see the effect of a CRT-based role-playing model on increasing sportsmanship scores.

T	Sig. (2-tailed)	Results	Conclusion
7,342	0	Ho Rejected	Significant influence

Table 2. shows that there is a significant effect of the CRT-based role-playing model on the increase in sportsmanship value in the experimental group.

T	Sig. (2-tailed)	Results	Conclusion
1,587	0,119	Ho Accepted	No significant effect

Table 3. shows that conventional learning has no significant effect on the improvement of the sportsmanship score of the control group.

Table 4. Experimental and Control Group Score Gain Difference Test

T	Sig. (2-tailed)	Results	Conclusion
5,291	0	Ho Rejected	There is a difference in influence

Table 4 shows that there was a significant difference in influence between the experimental and control groups, where the experimental group experienced a higher increase in sportsmanship scores than the control group.

DISCUSSION

The study's results revealed a notable enhancement in the sportsmanship values among students in the experimental cohort, attributed to physical education learning facilitated by a role-playing methodology integrated with culturally responsive teaching. Statistical analysis via a paired sample t-test confirmed a significant disparity between the pre-test and post-test scores within this group, whereas the control group exhibited no significant improvement. Complementing these findings, an independent sample t-test demonstrated a statistically significant divergence in sportsmanship learning outcomes when comparing the experimental and control groups post-intervention.

These findings suggest that the Role-playing method, when combined with a culturally responsive teaching approach, effectively results in a more meaningful learning experience for students (Ovsyannikova et al., 2021). Through active participation in role-playing scenarios, students gain a cognitive understanding of sportsmanship while experiencing it affectively and socially (Knudsen et al., 2020). This is in line with Shaftel's theory, which highlights how role-playing facilitates hands-on experiential learning, fosters empathy, encourages understanding of others' perspectives, and forms positive attitudes toward social norms and values.

From a psychopedagogical perspective, these results can be explained through three interrelated mechanisms. First, the experiential learning process in role-playing enables students to move beyond abstract moral instruction toward lived experiences of ethical behavior. When students simulate sports situations that require honesty, fairness, and respect, they not only know what sportsmanship means but also feel and practice it in emotionally charged contexts, which enhances affective internalization. Second, the social interaction dynamics within role-playing stimulate empathy and moral reasoning. Students must negotiate, communicate, and sometimes resolve conflicts, thereby developing social awareness and moral responsibility key components of sportsmanship. Third, the cultural responsiveness aspect amplifies this process by connecting learning to students' lived experiences and local value systems. When the scenarios incorporate culturally familiar themes such as cooperation (gotong royong), mutual respect, and collective harmony students perceive the learning as personally relevant and aligned with their social identity. This cultural congruence deepens motivation, emotional engagement, and value retention (Ateh & Ryan, 2023; Rohendi et al., 2025).

Therefore, the effectiveness of the CRT-based role-playing method lies not only in its interactive nature but also in its ability to integrate the cognitive, affective, and sociocultural dimensions of learning. Culturally grounded role-play contexts bridge the gap between school learning and real-life behavior, allowing students to construct meaning through reflection and action. This aligns with the constructivist view that knowledge and values are best formed when learners actively construct understanding through meaningful, context-based experiences.

The findings of this study are in line with previous literature emphasizing that learning rooted in experience and cultural relevance can enhance the affective dimension of learners, including sportsmanship orientation (Burgueño & Medina-Casaubón, 2020; Hasmarita et al., 2025; Khairuddin et al., 2023; Wang, 2023). However, the present study extends earlier works by demonstrating that embedding cultural responsiveness within role-playing does not merely reinforce understanding it transforms the learning process into a culturally meaningful moral practice. In other words, CRT functions as a mediating framework that translates moral concepts like fairness and respect into values that resonate within students' socio-cultural realities.

Practically, these findings imply that PJOK educators can utilize the Role-playing method as a learning option that is more interactive, creative, and relevant to students' cultural backgrounds. Thus, PJOK learning can go beyond focusing on motor skills to also instill essential character values such as sportsmanship, which hold deep social significance. Furthermore, teachers should be trained not only to facilitate role-play activities but also to design culturally sensitive learning scenarios that represent students' diverse backgrounds. By doing so, the internalization of sportsmanship values will occur more naturally and sustainably, shaping students' dispositions both inside and outside the classroom.

CONCLUSION

The integration of role-playing with culturally responsive teaching within physical education significantly enhanced students' sportsmanship values, with the experimental group demonstrating a more pronounced improvement in sportsmanship scores compared to the control group. These findings confirm that the combination of role-playing and culturally sensitive teaching is effective in instilling sportsmanship values such as respecting opponents, upholding fair play, accepting results with open arms, and fostering honesty and fairness. Theoretically, this study strengthens Shaftel's theory regarding the effectiveness of role-playing methods in affective learning, as well as adds to the literature on culturally responsive teaching. Practically, the results of the research are beneficial for teachers, schools, and students. PJOK teachers can use this method as a more effective learning alternative, schools can make it the basis in character strengthening programs, while students benefit from increased sportsmanship and social skills.

The recommendations of this study include: PJOK teachers are advised to integrate role-playing more often with the local cultural context; schools need to support through adequate policies and facilities; and the next researcher is expected to expand the sample, add variables such as motivation or empathy, and use longitudinal design to test the sustainability of learning effects.

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