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

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Abstrac: This study aims to determine the influence of **the Role-playing method** based on Culturally Responsive Teaching in 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 focuses 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 able to work together, even in competitive contexts such as football games (Bahagia et al., 2021). The value of sportsmanship also includes the principles of fair-play that underlie the formation of positive attitudes and ethical behaviors in various physical activities (Aguss et al., 2022). Physical education is essentially an educational process that utilizes physical activity to produce changes in individual qualities, both physically and spiritually, so that it becomes fundamental for the progress of a nation (Hadiwardoyo, 2020).

Role-playing is one of the pedagogical approaches that has proven effective in honing interpersonal skills and instilling character values (Abdullah, 2017). 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 the active involvement of students while providing practical experience in applying sportsmanship in the midst of social dynamics (Samalot-Rivera & Vidoni, 2015). The application of the role-playing model in particular has shown success in strengthening character education, including religious, nationalist, independence, mutual cooperation, and integrity, as evidenced by significant changes in test results (Habsy, 2022).

The Culturally Responsive Teaching approach is also gaining prominence in the contemporary education landscape, with a focus on integrating students' experiences, values, and cultures to enhance the relevance and meaning of learning (Mehta, 2024). The Culturally Responsive Teaching approach is a pedagogical approach designed to respond effectively to the diversity of students' cultural backgrounds (Wah & Nasir, 2019). By integrating students' experiences, values, and cultures into the learning process, this approach aims to enhance the relevance and meaning of the subject matter, thereby creating a more inclusive and empowering learning environment (Slamet et al., 2021).

The synergy between role-playing and CRT allows for the creation of a more contextual learning experience, respects cultural diversity, and motivates students to internalize and apply the value of sportsmanship in their daily contexts. This combination of the Role-playing and Culturally Responsive Teaching models is expected to increase the effectiveness of instilling sportsmanship values in PJOK learning, especially in the affective and psychomotor domains, because character learning not only focuses on information transfer but also on habituating values (Egistiani et al., 2023; Ikrom & Arifin, 2022). The habituation of these values can be achieved through activities that are interesting and relevant to students, such as the use of games as a learning medium (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.

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). Through this stage, students are expected to internalize the value of sportsmanship in a context relevant to their experiences and cultural backgrounds. The final stage was the administration of a final test (posttest) to both groups to evaluate changes in the level of sportsmanship after the intervention and compare the effectiveness of the methods applied.

The data analysis in this study utilizes SPSS software version 23.0 through several stages. The initial stage includes a prerequisite test, which is a normality test using Kolmogorov-Smirnov or Shapiro-Wilk to ensure the normality of data distribution, and a homogeneity test using Levene's Test to confirm the similarity of variance between groups. Next, a hypothesis test was carried out. 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. The results of this analysis will be the basis for determining the

effectiveness of the culturally responsive teaching-based role-playing method in increasing the value of student sportsmanship in PJOK learning.

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.

Table 1. Mean, Standard Deviation, and Variance of Sportsmanship Values

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

Remarks: 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

The data collected were in the form of initial scores to final scores of sportsmanship scores from the experimental group (given CRT-based role-playing learning) and the control group. To determine the right statistics, it is necessary to first test normality and homogeneity.

a. Normality Test

Normality testing was performed with the Kolmogorov-Smirnov Z using SPSS 23.0. Conditions: if $p > 0.05$, the data is normal; If $p < 0.05$, the data is not normal.

Table 2. Normality Test of Experimental Group Sportsmanship Value Data

	Kolmogorov-Smirnov	Asymp. Sig. (2-tailed)	Information
Pretest	0,723	0,621	Normally Distributed
Posttest	0,684	0,802	Normally Distributed

Remarks: Table 2. shows that the sportsmanship score in the experimental group met the assumption of normality, because the p value > 0.05 in the pretest and posttest.

Table 3 . Normality Test of Sportsmanship Value Data of Control Group

	Kolmogorov-Smirnov	Asymp. Sig. (2-tailed)	Information
Pretest	0,512	0,765	Normally Distributed
Posttest	0,489	0,832	Normally Distributed

Remarks: Table 3. shows that the sportsmanship score in the control group also met the normality assumption, because the p> value was 0.05.

b. Homogeneity Test

The homogeneity test uses Levene Statistic through SPSS 23.0.

Table 4. Results of the Homogeneity Test of the Experimental Group

Levene Statistic	Sig	Information
0,387	0,542	Homogeneously distributed

Remarks: Table 4. shows that the data on sportsmanship values in the experimental group were homogeneous, because p > 0.05.

Table 5. Control Group Homogeneity Test Results

Levene Statistic	Sig	Information
0,118	0,741	Homogeneously distributed

Remarks: Table 5. shows that the sportsmanship value data in the control group is homogeneous, because p > 0.05.

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.

Table 6. Paired Sample Test in Experimental Group

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

Remarks: Table 6. shows that there is a significant effect of the CRT-based role-playing model on the increase in sportsmanship value in the experimental group

Table 7. Paired Sample Test in the Control Group

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

Remarks: Table 7. shows that conventional learning has no significant effect on the improvement of the sportsmanship score of the control group.

Table 8. Experimental and Control Group Score Gain Difference Test

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

Remarks: Table 4.8 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 towards social norms and values.

The culturally responsive teaching approach also strengthens the effectiveness of this method, because learning is designed by considering the cultural background of students (Ateh & Ryan, 2023). For example, the values of togetherness, mutual cooperation, and respect for diversity that are close to local culture can be used as context in role scenarios. Thus, students feel closer to the learning material, are motivated to participate actively, and more easily internalize the values of sportsmanship.

The findings of this study are in line with previous literature that underlines that learning rooted in experience and cultural relevance is able to improve the affective dimension of learners, including sportsmanship orientation (Burgueño & Medina-Casaubón, 2020; Khairuddin et al., 2023; Wang, 2023). Thus, the Role-playing method enriched with a culturally responsive teaching approach not only deepens conceptual understanding, but also forms a sporting disposition that is reflected in students' daily behavior, both in the context of PJOK learning and other social interactions.

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 have deep significance in community life.

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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