

Integration of Social Values Through Sport Integración de valores sociales a través del deporte

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Abstract. Social values are views/rules adopted in human life that are considered good or bad, right or wrong, and beautiful or not beautiful. Social values are used as a way to be able to respect yourself and also other people around you. The purpose of this study is to examine the differences in the results of developing social values through sports activities. The sports activities in question are individual sports (athletics) and team sports (football). The method used in this research is an experiment with a multiple treatment and control design with pretest-posttest. Researchers made an instrument called the social values scale for sport. This study took a sample of students who were carrying out athletic and football learning. There are 4 groups, each group consisting of 30 students. The sample was divided into four groups consisting of 1) intentionally structuring athletics, 2) non-intentionally structuring athletics, 3) intentionally structuring football, and 4) non-intentionally structuring football. In this study, it was found that there was a significant difference in results between the learning groups (athletics and football) intentionally structuring on improving social values or by obtaining a p-value <0.001 , which means that there really is a significant difference in the group compared to the learning group (athletics and football) non-intentionally structuring. So, it can be concluded that athletic and football sports activities are a good means to shape social values through intentional structuring. This has an influence on improving outcomes since they not only gain strong talents, but they also ideally develop social values as a provision for our young generation to continue to participate in this globalized competition.

Keywords: Integration; social values; sports individual; sports team.

Abstracto. Los valores sociales son puntos de vista/reglas adoptadas en la vida humana que se consideran buenas o malas, correctas o incorrectas y hermosas o no hermosas. Los valores sociales se utilizan como una forma de poder respetarse a uno mismo y también a las personas que le rodean. El propósito de este estudio es examinar las diferencias en los resultados del desarrollo de valores sociales a través de actividades deportivas. Las actividades deportivas en cuestión son los deportes individuales (atletismo) y los deportes de equipo (fútbol). El método utilizado en esta investigación es un experimento con un diseño de tratamiento múltiple y control con pretest-posttest. Los investigadores crearon un instrumento llamado escala de valores sociales para el deporte. Este estudio tomó una muestra de estudiantes que realizaban aprendizajes deportivos y futbolísticos. Hay 4 grupos, cada grupo consta de 30 estudiantes. La muestra se dividió en cuatro grupos que consistían en 1) atletismo estructurado intencionalmente, 2) atletismo estructurado no intencionalmente, 3) fútbol estructurado intencionalmente y 4) fútbol estructurado no intencionalmente. En este estudio se encontró que hubo una diferencia significativa en los resultados entre los grupos de aprendizaje (atletismo y fútbol) estructurados intencionalmente en mejorar los valores sociales o obteniendo un valor $p < 0.001$, lo que significa que realmente hay una diferencia significativa en el grupo comparado con el grupo de aprendizaje (atletismo y fútbol) estructuración no intencionada. Por lo tanto, se puede concluir que las actividades deportivas y de fútbol son un buen medio para moldear los valores sociales a través de una estructuración intencional. Esto influye en la mejora de los resultados, ya que no sólo obtienen talentos fuertes, sino que también idealmente desarrollan valores sociales como provisión para que nuestra generación joven continúe participando en esta competencia globalizada.

Palabras clave: Integración; valores sociales; individuo deportivo; equipo deportivo

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Introduction

Sport is an important component in people's lives to be able to provide many benefits for the perpetrators. Generally, sports are perceived by many people as a way to get healthy fitness and also increase physical fitness (Perdana Ihsya et al. 2023). More than that, sports today are not only a means to make oneself healthier. A person carries out sports to obtain many benefits, such as reduce gender stereotypes (Alberdi, Arrizabalaga, and Martíns 2024), reduce anxiety (Jermaina et al. 2022), increasing physical fitness, maintaining mental health, and making adolescents more positive (Avsiyevich et al. 2021; Chiner et al. 2021; Marheni et al. 2021, 2022; Purnomo, Jermaina, and Marheni 2018), can also provide benefits for improving the quality of the social skills of the perpetrator (Goudas and Magotsiou 2009; Madrona et al. 2014).

Sport is widely regarded as having the potential to improve the lives of individuals and communities and generate positive social impacts in society. Much has been made about the socio-cultural and sporting impact of sport (Taylor et al. 2015). The results of the study explain that sport has moved from a strategic position to one of important evidence in several areas, including health, crime, education, and subjective well-being. Other studies have also looked at the monetary value of social outcomes resulting from sports in a community setting. Studies more commonly use non-monetary approaches to measure the relative importance of social outcomes. The national model can be seen and recognized from the social impact of sport (Taylor et al. 2015).

The Impact of Sport on Improving Values

The impact of sports interventions with social value

provide a framework through which to understand, measure, and assess the social impact of an activity, organization, or intervention (Lingane and Olsen 2004). The values in the sport have been believed to have enormous benefits in everyday life. Such as the value of politeness, cooperation, respect, and help become a value that is always applied every day. A person who has high values in sports correlates with or has high values in their society (Mortimer et al. 2021). Therefore, it is important to ensure that everyone does not just see sports as an achievement or a physical endeavor. But more than that, it is a great way to enhance values that can be beneficial for everyday life.

Sport is an avenue to promote values in its activities and can have a significant impact on society at large. When sports players demonstrate positive values such as respect, fair play, and teamwork, they become good role models and inspire others to adopt the same values (Martin and Bush 2015). However, when negative values such as aggression, cheating, and disrespect are rampant in sports, it can have a detrimental effect on others. Sport has a huge influence on values, and the example set by athletes is believed to make a moral difference in the lives of some people, especially children (Feezell 2005).

From the few examples above, sport has now become an interesting platform to discuss and become a solution to the problem of values in society. Sport is a tool to unify the nation's world peace and is one of the ways to achieve the SDGs by 2030 (Merkel 2008). One of the values that is of concern and most widely applied in daily life is social values. At least in the dimension of social values, there are 1) cooperation, 2) communication, 3) relationships with others, 4) teamwork, 5) trust, 4) teamwork, 5) teamwork, and 5) trust (Ma'mun 2016). The dimension of social value is considered a value that will have a big impact if it continues to be developed and instilled in life. And sport has an important role to play in enhancing these social value capabilities.

The impact of sports interventions with social value is increasingly being used in various policy areas, especially by public agencies and other sector organizations, to measure and assess social impact and impact on society. Sport can create social value and be a strategic tool to plan and maximize future social value (Fujiwara et al. 2015). One of the social returns on investment in sports studies used to measure the social value of the sports sector; the study aimed to assign economic and non-economic values to the wider social impacts of sport and thereby identify and inform policymakers about the relative importance of different social outcomes to society. It seeks to apply existing approaches to social impact measurement in the context of a new sector, with the aim of achieving more robust results. The impact of such research can be provided to stakeholders (Davies et al. 2019) as input for policymakers.

Social Values

By emphasizing social values in sports, athletes can become positive role models for their communities. They can

inspire others to work together, treat each other with respect, and strive for excellence in all areas of their lives. It is proven that today, many teenagers make an athlete as an example and role model, especially in their daily activities (Biskup and Pfister 1999; Meier 2015). Sports play an important role in promoting positive social values and upholding social responsibility. They have the power to create a culture of respect and fair play that can positively impact athletes, spectators, and society at large. One-way sports can promote positive social values is through value interventions. Many sporting activities now offer training and education programs that focus on character development, teamwork, and sportsmanship (Kendellen et al. 2016). These programs assist the wider community in developing essential life skills that can be applied both on and off the field.

Given the urgency of the social values described earlier, it is necessary to incorporate these social values into sporting activities. Considering that sport is a way to improve and develop the values that exist in society (Green 2008), including social values. One way to incorporate non-sport aspects into sports is by conducting a program that is designed and implemented intentionally and intentionally defined as purposeful interactions that are designed to be challenging in order to develop and expand skills (Pianta and Paro 2003). Intentionally means acting with purpose, with a goal in mind and a plan to achieve it. Deliberate action stems from careful thought and is accompanied by consideration of the potential consequences. Therefore, an intentional person aims to achieve clear learning goals, uses teaching strategies that are likely to assist in achieving those goals, and constantly assesses progress and adjusts strategies based on that assessment (Epstein 2007).

Intentionally Structuring

Embedding values in sports can be done by conducting intentional structuring programs. Based on the results of the research that has been conducted, intentionally structuring programs through sports activities to improve values outside of sports is very helpful and can have a great influence on participants (Kendellen et al. 2016). In another topic, it is also explained that deliberate programs can also provide an increase in the personal resilience of adolescents (Marheni et al. 2024). Therefore, it must be a common concern that applying the values that will be expected must also be done programmatically and intentionally to all sports. It was intentionally structured, which means that planning and implementation are done intentionally. Intentionally structuring the integration of values outside of sport into sport has been shown to provide many significant improvements compared to non-intentionally structuring (Yulianto, Hendrayana, and Mahendra 2023).

The intentionally structured program that will be conducted in this research design consists of taking individual sports and team sports. The individual sport referred to here is athletics. Athletics is taken with the assumption that this sport has very varied and also many race numbers. In

addition, athletics is the parent of all sports (Cania and Alnedral 2019), so athletics may be one of the sports taken in this study. In addition, there are also team sports, which in this case are represented by football. Football is one of the sports that will be an important component of this study. One of the assumptions of football in this research is that football is one of the most popular and well-known sports in Indonesia and around the world (Dvorak et al. 2004). In addition, there is more interaction in football because it is a sport that is played in a team of 11 people. Therefore, it is very important to take these two sports into this research.

There are many reasons why individual and team sports have more or less differences. People who take part in individual sports show much higher self-regulation (Howard, Vella, and Cliff 2018). Those who participated in team sports had a higher interest than those who participated in individual sports (Jakobsen 2018). Team sports have more complex interactions than individual sports. The result of team sports depends on the whole team, whereas in individual sports, the athlete is solely responsible for the result (Laborde, Guillén, and Mosley 2016). Of the many studies that have been explored, it is not clear to separate the impact on enhancing social values between individual and team sports (Breivik 1998; Maclean and Hamm 2008; Tomik, Olex-Zarychta, and Mynarski 2012). Therefore, this study will be divided and grouped into individual sports and team sports as described above.

Hypothesis

1. There is a difference in influence between intentionally structuring and non-intentionally structuring athletic learning groups on improving social values.
2. There is a difference in the effect between the intentionally structuring athletic learning group and the intentionally structuring football learning group on improving social values.
3. There is a difference in the effect between the intentionally structured athletic learning group and the non-intentionally structured football learning group on improving social values.
4. There is a difference in the effect between the non-intentionally structured athletic learning group and the intentionally structured football learning group on improving social values.
5. There is a difference in the effect between the non-intentionally structured athletic learning group and the non-intentionally structured football learning group on improving social values.
6. There is a difference in influence between intentionally structuring and non-intentionally structuring football learning groups on improving social values.

Materials and Methods

Design

The method used in this research is an experiment with

a multiple treatment and control design with pretest-posttest (Cook, Campbell, and Shadish 2002). The assumption underlying the choice of design is that there are four groups given social values intervention in this study, namely intentionally structuring athletic learning group, non-intentionally structuring athletic learning group, intentionally structuring football learning group, and non-intentionally structuring football learning group. This design is one of the pretest-posttest control group designs (Fraenkel, Wallen, and Hyun 2012). Here are the design drawings used:

Table 1.

Research design			
Group Division	Pretest	Treatment	Post Test
Intentionally Structuring	O ₁	X ₁	O ₂
Non-Intentionally Structuring	O ₃	X ₂	O ₄

O₁: Pretest of intentionally structuring learning group
O₂: Posttest of intentionally structuring learning group
O₃: Pretest of non-intentionally structuring learning group
O₄: Posttest of non-intentionally structuring learning group
X₁: Group treatment of learning intentionally structuring social values
X₂: Non-intentionally structuring social values learning group treatment

Sample

A good sample should describe the population as far as possible. This means that the characteristics and characteristics of the sample members reflect the characteristics and characteristics of the population. It is even desirable that the sample can be a miniature of the population. Because this research is classified as a type of experimental research, the sampling is based on the opinion that the minimum sample size for experimental research is 30 people (Fraenkel et al. 2012). Based on this opinion, the researcher used a sample of 120 people with the sampling technique used, namely purposive sampling. The sampling technique using purposive sampling is sampling based on certain reasons. In this study, several categories form the basis for sampling. Among others:

1. Willing to be a research sample
2. Currently running/taking basic athletics or basic football courses
3. Willing to always attend lectures
4. The limit of absence in this study is a maximum of 3 attendances.

Based on several considerations and calculations above, the researchers obtained 2 classes from athletic learning and 2 classes from football learning. From each class or group, the maximum number of classes determined by Padang State University is 30 people. So, the total of all samples of this study was 120 research samples; given that each class has a different learning time, the research group is in accordance with their respective classes. Still, for the division of intentionally structured groups and non-intentionally groups, the researcher randomizes/randomizes the four groups. So that the sample of this study can be detailed as follows:

1. Thirty samples intentionally structuring athletic groups.
2. Thirty samples non-intentionally structuring athletic group.

3. Thirty samples intentionally structuring football group.

4. Thirty samples non-intentionally structuring football group.

Procedure

This study carried out several procedures to obtain quality data. The procedures carried out consisted of preparation, implementation, and evaluation. a) Implementation: the researcher used samples that had not received social values integration treatment; the research sample had never filled in the social values instrument. b) Dividing the group into 4 groups (2 groups of social values integration and 2 groups of non-integration of social values); applying research treatment for 16 meetings starting with the pretest and ending with the post-test. c) Evaluate and maintain the quality of the research for each sample in order to focus on the program being run, not to interfere with the implementation of research and programs being run by other groups.

Instrument

In this study, the social values scale for sports instruments was used with 5 dimensions and had a reliability level of 0.924. This research instrument was used to determine the acquisition of social values in each research sample. The research instrument can be seen in Table 2 below.

Table 2.
Research Instruments

Dimensions	Indicator
Cooperation (Lewandowski 2015; MacRae 2018)	Able to utilize the process as a step for collaboration in training
	Able to collaborate with other individuals in training
	Realizing the common or collective goals desired by the coach
Communication (Al Jahwari, Sirakaya-Turk, and Tanrisever 2017; McManus and Donovan 2012; Xiao and Chen 2009)	Able to convey messages well in training
	Optimistic can accept messages conveyed by other people (peers and coaches)
	Able to provide meaning in every communication from other people (coaches and colleagues)
Connecting with others (Carrillo and Rubel 2019; Schultz, Utz, and Göriz 2011)	Able to master the concept of self and others when practicing
	Able to socialize well in training
	Be willing to share with others
	Able to show empathy and caring in training
Teamwork (Britton et al. 2017; McEwan et al. 2018)	Able to contribute to the team
	Sure, can help to facilitate others
	Able to be a good planner and manager during training
	Able to foster a conducive climate within the team
Trust (Józefowicz 2020)	Optimistic about being able to manage potential conflicts within the team
	Optimism can improve your ability to practice
	Able to show good ethics outside and inside the field
	Have high integrity in training and matches/competitions

Analysis

Prerequisite Test

The normality test is used to determine whether a data distribution is normal or not. This is important to know regarding the accuracy of selecting the statistical test that will be used. The author uses the normality test from Lilliefors. Meanwhile, the homogeneity test is the equality of two

variances to assume that the score for each variable has a homogeneous variance.

Hypothesis testing

Hypothesis testing based on research questions and hypotheses uses paired samples t-test with the help of IBM SPSS version 25 statistical software. Independent sample t-test is a parametric test used to determine whether there is a mean difference between two independent groups or two unpaired groups with the intention that the two groups of data come from different subjects.

Results

In this research, we put forward at least 6 hypotheses that will be answered. It consists of athletic learning groups (intentionally structuring and non-intentionally structuring) and football learning groups (intentionally structuring and non-intentionally structuring). From the results of data collection and also the processing results, the data obtained can be seen in table 3 below:

Table 3.
Description of research results

Data Type	Athletic Non-Intentionally	Athletic Intentionally	Football Non-Intentionally	Football Intentionally
N	Posttest	30	30	30
	Pretest	30	30	30
Mean	Posttest	222	246	221
	Pretest	110	110	109
	Gain	112	136	112
SD	Posttest	4.77	2.53	4.52
	Pretest	4.81	5.01	5.12

Note. The CI of the mean assumes sample means follow a t-distribution with N - 1 degrees of freedom

Based on table 3 above, it can be seen that the athletic learning group's gain value in the intentionally structured learning group (136) is better than the non-intentionally structured learning group (112). In the intentionally structured athletic learning group, the average pretest score was 110, and the average (mean) posttest score was 246. Meanwhile, in the non-intentionally structured athletic learning group, the average pretest score was 110, and the average score posttest average was 222.

Meanwhile, in the football group learning results above, the gain value in intentionally structuring (137) was better than in the non-intentionally structuring learning group (112). In the intentionally structured football learning group, the average pretest score was 109, and the average (mean) post-test score was 221. Meanwhile, in the non-intentionally structured athletic learning group, the average pretest score was 112, and the average score posttest average was 249. Next, to test the hypothesis in this research, prerequisite tests were carried out with normality and homogeneity tests. Normality is used to determine whether the data is normally distributed or not.

The normality test assessment is if the Sig value. (significance) >0.05, then the data distribution is said to be normal, and if the data is <0.05 then the data is not normally

distributed. The results of the normality test can be seen in table 4 below:

Table 4.
Normality Test

	W	p
Pretest	0.981	0.090
Posttest	0.979	0.054

Note. A low p-value suggests a violation of the assumption of normality

Based on the normality test results presented in table 4, the results of the analysis prove that the data for all groups can be assumed to be normally distributed because $p > 0.05$. Next, the homogeneity prerequisite test is carried out to determine the similarity of variances or to test that the data obtained comes from a homogeneous sample. The homogeneity test assessment is if the Sig value. (significance) < 0.05 , then the data is said to be not homogeneous, whereas if the Sig. (significance) > 0.05 , then the data distribution is said to be homogeneous. The homogeneity test results can be seen in the following table:

Table 5.
Homogeneity Test

	F	df	df2	p
Pretest	3.25	1	118	0.074
Posttest	3.32	1	118	0.071

Note. A low p-value suggests a violation of the assumption of equal variances

Based on the homogeneity test results as presented in table 5, the p-value was obtained. > 0.05 . According to these results, it can be stated that the data has a homogeneous variance. Based on the assumption tests that have been carried out previously (normality and homogeneity), which have a p-value > 0.05 , the data hypothesis test can be carried out according to the plan that has been carried out previously. For more clarity regarding normality and homogeneity data, see Figure 1 below.

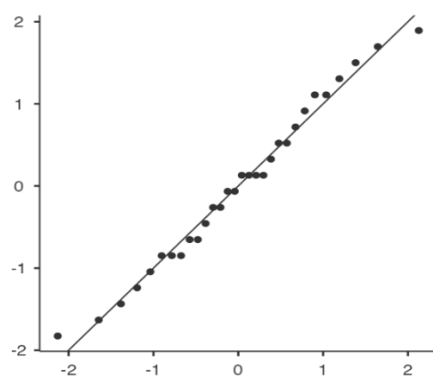


Figure 1. Graphic Plot Q

In Figure 1 below, it can be clearly seen that the distribution of the data obtained is still on a horizontal line, which means that the data is normally distributed. Meanwhile, in the figure, the distribution of the existing data is not too wide/wide so it can also be assumed that the data is homogeneously distributed. In testing the research hypothesis, the researcher carried out 6 hypothesis tests.

Hypothesis 1. Is there a difference in the influence between intentionally structured and non-intentionally structured athletic learning groups on increasing social values?

Based on the results of research and analysis using the paired samples t-test, it is clear that there is a significant influence on the results between the athletic learning groups between intentionally structuring and non-intentionally structuring. This can be seen in table 6 below.

Table 6.
Paired Samples t-test Results for Hypothesis 1

		statistic	df	p	Mean difference	SE difference
Athletic Intentionally Structuring	Non-Intentionally Structuring	12.1	29.0	$< .001$	23.1	1.91

Note. $H_a \mu_{\text{Measure 1}} - \mu_{\text{Measure 2}} \neq 0$

Based on the results of the hypothesis test contained in table 6 above using the paired samples t-test, the p-value < 0.001 , hypothesis H1 is accepted, which means that there is a difference in influence between the athletic groups given intentionally structuring and non-intentionally structuring. This proves that intentionally structured athletic learning provides better results than non-intentionally structured learning in increasing social values.

Hypothesis 2. Is there a difference in the influence between the intentionally structured athletic learning group and the intentionally structured football learning group on increasing social values

Based on the results of research and analysis using the paired samples t-test, it was explained that there was no significant effect on the results between the intentionally structured athletic learning group and the intentionally structured football learning group. This can be seen in table 7 below.

Table 7.
Paired Samples t-test Results for Hypothesis 2

		statistic	df	p	Mean difference	SE difference
Athletic Intentionally Structuring	Football Intentionally Structuring	-0.944	29.0	0.353	-1.67	1.77

Note. $H_a \mu_{\text{Measure 1}} - \mu_{\text{Measure 2}} \neq 0$

Based on the results of the hypothesis test contained in table 7 above using the paired samples t-test, the p-value is > 0.001 , the hypothesis H0 is accepted, which means that there is no difference in the influence between the intentionally structured athletic learning group and the intentionally structured football learning group on increasing grades social value.

Hypothesis 3. Is there a difference in the influence between the intentionally structured athletic learning group and the non-intentionally structured football learning group on increasing social values

Based on the results of research and analysis using the

paired samples t-test, it is clear that there is a significant influence on the results between the intentionally structured athletic learning group and the non-intentionally structured football learning group. This can be seen in table 8 below.

Table 8.
Paired Samples t-test Results for Hypothesis 3

	statistic	df	p	Mean difference	SE difference
Athletic Non-Intentionally Structuring	16.7	29.0	< .001	22.7	1.36
Football Non-Intentionally Structuring					

Note. $H_a \mu$ Measure 1 - Measure 2 $\neq 0$

Based on the results of the hypothesis test contained in table 8 above using the paired samples t-test, the p-value <0.001, hypothesis H1 is accepted, which means that there is a difference in the influence between the intentionally structured athletic learning group and the non-intentionally structured football learning group on increasing grades. - social value. This proves that intentionally structured athletic learning is better than the non-intentionally structured football learning group in increasing social values.

Hypothesis 4. Is there a difference in the influence between the non-intentionally structured athletic learning group and the intentionally structured football learning group on increasing social values?

Based on the results of research and analysis using the paired samples t-test, it is clear that there is a difference in influence between the non-intentionally structured athletic learning group and the intentionally structured football learning group. This can be seen in table 9 below.

Table 9.
Paired Samples t-test Results for Hypothesis 4

	statistic	df	p	Mean difference	SE difference
Athletic Non-Intentionally Structuring	12.9	29.0	< .001	24.8	1.92
Football Intentionally Structuring					

Note. $H_a \mu$ Measure 1 - Measure 2 $\neq 0$

Based on the results of the hypothesis test contained in table 9 above using the paired samples t-test, the p-value <0.001, hypothesis H1 is accepted, which means that there is a difference in the influence between the non-intentionally structured athletic learning group and the intentionally structured football learning group on increasing grades social value. This proves that intentionally structured football learning is better than the non-intentionally structured athletic learning group in increasing social values.

Hypothesis 5. Is there a difference in the influence between the non-intentionally structured athletic learning group and the non-intentionally structured football learning group on increasing social values

Based on the results of research and analysis using the paired samples t-test, it was explained that there was no difference in influence between the non-intentionally

structured athletic learning group and the non-intentionally structured football learning group. This can be seen in the following table 10.

Figure 10.
Paired Samples t-test Results for Hypothesis 5

	statistic	df	p	Mean difference	SE difference
Athletic Non-Intentionally Structuring	0.236	29.0	0.815	0.400	1.70
Football Non-Intentionally Structuring					

Note. $H_a \mu$ Measure 1 - Measure 2 $\neq 0$

Based on the results of the hypothesis test contained in table 10 above using the paired samples t-test, the p-value is > 0.001, the hypothesis H0 is accepted, which means there is no difference in influence between the non-intentionally structured athletic learning group and the non-intentionally structured football learning group, towards increasing social values.

Hypothesis 6. Is there a difference in the influence between the intentionally structured and non-intentionally structured football learning groups on increasing social values

Based on the results of research and analysis using the paired samples t-test, it is clear that there is a difference in influence between the non-intentionally structured athletic learning group and the intentionally structured football learning group. This can be seen in the following table 11.

Table 11.
Paired Samples t-test Results for Hypothesis 6

	statistic	df	p	Mean difference	SE difference
Football Intentionally Structuring	13.7	29.0	< .001	24.4	1.79
Football Non-Intentionally Structuring					

Note. $H_a \mu$ Measure 1 - Measure 2 $\neq 0$

Based on the results of the hypothesis test contained in table 11 above using the paired samples t-test, the p-value < 0.001, hypothesis H1 is accepted, which means that there is a difference in influence between the football groups given intentionally structuring and non-intentionally structuring. This proves that intentionally structuring football learning provides better results than non-intentionally structuring in increasing social values.

Discussion

The final results of the difference between the pre and post-test showed that the athletic group with intentional structuring was better than the athletic group with non-intentionally structuring. This is because students who take part in athletic programs with an intentional structuring of social values receive care that includes the values and elements contained in social values. Athletic learning, which is part of self-development that links participation in sports with the growth of social values, is the treatment discussed here. Coaches, teachers, and lecturers, as well as sports

activists, must design a learning environment that encourages the acquisition of social values for pupils, students, or athletes. The results of other research also explain that sports activities carried out can and do provide individuals with the ability to identify the surrounding environment and the existing community (Heere et al. 2013). Apart from that, it was also added that sports can provide other social values that are emotionally related (Morley 1982). All sports players (coaches, teachers, lecturers, and sports activists) really have to design learning/training and include social values if they want to help athletes build their social skills. The results of other research also explain that the social role of sport in the priorities of the national government in South Africa displays phenomena related to nation-building, cohesion, and social transformation that are relevant and have even been considered a panacea for sport (Burnett 2021). It was further explained that sport has an important role in forging, building, and recognizing social identity and shaping culture (Rensmann 2015).

Incorporating social values into athletic training and learning is actually very helpful later in life. Participants will enjoy psychological benefits for themselves and others in both sporting and non-sporting contexts when sport is combined with social values. These social values have a main function in everyday life. First, social values can be seen as values shared by a community of individuals. These values are the values held by society and are contrasted with individual values (which are not shared). What is meant by social values are social collective beliefs and belief systems that function as guiding principles in life. Second, apart from societal values, the concept can also be used to refer to values for society (Delden and Graaf 2021). Furthermore, the results of other research explain that in most countries, they have encouraged the social and moral development of the younger generation so that they can become productive citizens and make positive contributions to society and the country (Bailey 2006; Bailey et al. 2009). Developing the social values referred to in the research can be done with sports activities, which are, of course, carried out and programmed deliberately or intentionally structured.

The results of other studies show that the practice of sport, especially when it combines sport and different contexts or includes non-sport activities, strongly supports psychosocial development and the transfer of competencies and values to other areas of life outside the field of sport (Almeida et al. 2023). This evidence appears to depend on several individual and contextual factors, such as psychological and physical safety, the presence and actions of adults and mentors, positive social interactions, having a voice and participation in decision-making, leadership roles, and opportunities for skill building (Kendellen et al. 2016). Not only on meaningful activities and deliberately structured activities but also on the interactions between individual and contextual factors that are being built.

Built sports can be useful for encouraging positive youth development because sports provide opportunities for young athletes to undergo experiences of a certain nature

and intensity that are often proven to lead to desired psychosocial outcomes (Pierce et al. 2016). The enduring value of the sporting experience lies in the application of principles established previously through participation and then transferred to other areas (Danish, Forneris, and Wallace 2005).

Even though athletics (individuals) and football (teams) have different characteristics and characteristics, specifically for the sport of football, it has more interaction between players. However, in this study, each sample did not purely carry out sports activities according to the sports activities at the time of the research. This means that the sample is also carrying out activities in other sports, such as basketball, volleyball, tennis, table tennis, swimming, martial arts, and others. So, there may be other factors that cause there to be no differences in results between the intentionally structured athletic and football groups.

Based on the results of this research, researchers hope that there will be follow-up research related to intentionally structuring social values so that they can be applied in every existing sports activity. Therefore, socialization and training are needed for coaches, lecturers, and teachers so that they can improve social values for students, students, or athletes. Then, from sports organizations, there needs to be a policy issued regarding intentionally structuring social values. The implementation of this integration will always be present in every training program developed by trainers, lecturers, and teachers; by being aware of social values from an early age, social values will be able to grow in society, which, of course, will have an impact on the life of the nation and state. They will continue to show that Indonesia is an eastern country that still has social values that are still highly upheld.

Conclusions

There is a difference in the influence between intentionally structured and non-intentionally structured athletic learning groups on increasing social values. The intentionally structured athletic learning group was better than the non-intentionally structured group. This is because students who take part in athletic learning are treated in a model that is integrated with aspects of developing social values. The treatment referred to here is an athletic learning activity that already has a model in which there is a relationship between sports participation and social values. Basically, athletic learning should create a learning environment that encourages the improvement of social values. The research can prove that there is a difference in the influence of the results of social values on athletic learning, intentionally structuring social values, and non-intentionally structuring athletic learning on increasing social values.

There was no difference in the influence between the intentionally structured athletic learning group and the intentionally structured football learning group on increasing social values. The two groups, namely intentionally structured athletics and intentionally structured football, had

relatively similar scores. This is because both groups received the same treatment. What is meant by not having a difference in the calculation results does not mean that these two groups are bad; quite the opposite. However, these two groups are the best groups among the other two groups (non-intentionally structured).

It is hoped that the results of this research will have implications for the development of sports. In the training or learning process, it is very important to include components of social values. Not only do you get good skills, but you gain social values that can be applied in everyday life. Through a sports model that is given the content of social values, sport is able to become an instrument that has a better influence on the lives of those involved.

The results of research that has been carried out regarding the results resulting from intentional structuring in athletic and football activities it shows that there was an increase in the treatment group. This proves that the program that has been planned and created must be carried out and programmed as well as possible. In other words, intentional structuring is the key to success in implementing social values programs. Based on these results, the researchers then advised coaches, teachers, lecturers, and sports players to really include social values programs in the training programs that have been created. Because well-programmed social values will provide benefits for the perpetrators in their daily lives. Apart from recommendations to coaches, teachers, and lecturers, the researcher also gave further recommendations to future researchers to be able to conduct research into the major influence of sports activities. Actually, sports activities not only have an impact on physical health but also on a person's mental and personal health. However, the impact cannot be seen immediately in the near future.

Conflicts of Interest

The authors state that there is no conflict of interest.

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