



Integration of Ethical Values in Sports Learning in Schools

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Abstract

This study aims to analyze the integration of ethical values in sports learning in schools through a literature review approach. Ethical values, such as sportsmanship, fairness, responsibility, and cooperation, are important components in sports learning that can shape students' characters. However, the implementation of these values in learning practices often faces various challenges, such as pressure on competitive results, limited teacher training, and minimal curriculum support. This review explores the concept, model, and strategy of integrating ethical values in sports learning based on relevant literature. The results of the analysis show that value-based learning models, such as Teaching Personal and Social Responsibility (TPSR), have succeeded in increasing ethical awareness and positive behavior of students in various contexts. In addition, this study highlights the importance of the role of teachers as value facilitators, as well as the need for institutional support to systematically integrate ethical values into the sports education curriculum. This review also identifies gaps in research related to the implementation of ethical values in developing countries, including Indonesia, which has unique cultural characteristics and education systems. This study recommends the development of educational policies that focus on strengthening ethical values in sport, intensive training for teachers, and further studies that measure the impact of ethical values integration on students' character development.

Keywords: Ethical Values, Sports Learning, Sportsmanship, Value Integration, Literature Review

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Info Article:

Submitted: 16/09/2024

Revised: 18/10/2024

Accepted: 25/11/2024

Published: 26/05/2025

How to Cite: Abidin, Z., Ahmad, M., Suryadi. (2025). Integration Of Ethical Values In Sports Learning In Schools. Journal of Coaching Education Sports, 6(1), 184-191. [https://doi.org/10.31599/jces.6\(1\).3215](https://doi.org/10.31599/jces.6(1).3215)

Author's Contribution: a – Study Design; b – Data Collection; c – Statistical Analysis; d – Manuscript Preparation; e – Funds Collection



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A. Introduction

Education is not only aimed at improving students' intellectual abilities, but also at forming moral characters and personalities. One effective means to achieve these goals is through sports learning in schools. Sports have a unique potential to instill ethical values, such as sportsmanship, fairness, responsibility, cooperation, and respect for others (Hellison, 2011). These values are not only relevant in the context of sports competition, but also in everyday life, so that sports learning can be a medium for building students' character holistically (Siedentop, 1994).

However, the implementation of ethical values in sports learning in schools often faces various challenges. On the one hand, sports learning in schools tends to focus on technical aspects and physical performance, such as mastery of motor skills or achievement in competitions. On the other hand, pressure on competitive results and limited time for learning can cause ethical values to be neglected (Bean & Forneris, 2017). In addition, most physical education teachers are not fully prepared to act as facilitators in the integration of ethical values into sports activities, especially in a complex cultural context such as in Indonesia (Hofstede, 2001).

The challenge is increasingly relevant in

the midst of the development of an era marked by social issues, such as unsportsmanlike behavior, individualism, and conflict between individuals in the school environment. This condition requires systematic efforts to integrate ethical values into sports learning in order to form students who are not only physically healthy, but also have strong character and morals (Hellison, 2011; Jones, Armour, & Potrac, 2004).

Several value-based learning models, such as Teaching Personal and Social Responsibility (TPSR) developed by Hellison, have shown success in improving positive student behavior through sports learning (Hellison, 2011). In addition, approaches such as the Sport Education Model (Siedentop, 1994) and the Fair Play Framework (Shields & Bredemeier, 2009) also provide practical guidance for integrating ethical values into sports activities. However, most of the research supporting the effectiveness of these models has been conducted in Western countries with different educational systems and cultures from developing countries, such as Indonesia.

This study aims to comprehensively review the literature related to the integration of ethical values in sports learning in schools. This study focuses on three main aspects: (1) theories and concepts of ethical values in sports

Research Gap

The integration of ethical values into sports learning in schools has been a major concern in the sports education literature. Various studies have shown that sports not only serve to improve physical skills, but also as a means to instill moral and social values, such as sportsmanship, fairness, cooperation, and responsibility (Hellison, 2011; Shields & Bredemeier, 2009). Although the benefits of this approach have been widely recognized, there are several gaps that have not been fully explored in the existing literature.

This study offers novelty by presenting a comprehensive literature review on the integration of ethical values in sports learning in schools, which has not been studied in depth before, especially in the context of a developing country's culture such as Indonesia. The novelty of this study can be explained through the following aspects:

1) Focus on Formal Education Context

Most previous studies on ethical values in sport have focused more on implementation in the context of competitive sport or community-based extracurricular programs (Hellison, 2011; Shields & Bredemeier, 2009). This study contributes by specifically discussing how ethical values can be integrated into sport learning in formal schools, by adjusting the curriculum and structured teaching

process.

2) Cultural Contextualization

Cultural context influences how ethical values are implemented and accepted in sports learning (Hofstede, 2001). This study provides a new perspective by exploring the relevance of ethical values in collectivistic cultures such as Indonesia, where cooperation and hierarchical relationships have a great influence. This study also discusses the unique challenges faced in integrating ethical values in complex educational systems, such as in developing countries.

3) Analysis of the Gap between Theory and Practice

Although learning models such as Teaching Personal and Social Responsibility (TPSR) and Sport Education Model have been globally recognized as value-based approaches (Hellison, 2011; Siedentop, 1994), this study highlights the gap between theory and practice in the field. This study offers an in-depth analysis of the barriers to implementing ethical values in sport learning, including time constraints, lack of teacher training, and pressure on competitive results.

4) Contribution to Developing Countries

Most of the existing literature comes from research in developed countries, which have different cultures and

education systems. This study contributes by discussing how the ethical values integration approach can be adapted for developing countries such as Indonesia, which has limited resources but great potential in building character through sports education.

5) Practical and Conceptual Recommendations

This article not only presents a synthesis of theory, but also provides applicable recommendations for educational actors, including teachers, policy makers, and educational institutions. This study offers concrete strategies for integrating ethical values into sports learning, such as through value-oriented teacher training, curriculum adaptation, and collaborative approaches involving the school community.

6) Multidisciplinary Approach

This research combines approaches from various disciplines, including education, sport, sociology, and psychology. This allows for a more comprehensive analysis of how ethical values can be taught through sport, not only in the physical learning aspect but also in the holistic character formation of students.

7) The Push for Empirical Research

This study also identified a lack of

empirical studies measuring the direct impact of ethical values integration on learners' character development. Thus, this article provides a theoretical basis for further research that can evaluate the concrete impact of a values-based approach in sports learning.

Overall, this study provides novelty by presenting contextual, practical, and multidisciplinary perspectives that have not been widely explored in previous literature. Through this approach, this article is expected to be an important reference for developing sports learning that is not only oriented towards physical results, but also on the formation of moral and social values that support the development of students' character.

B. Metode

To explain the problem and focus of the research, this study uses a qualitative approach. Qualitative social research methods are used to obtain descriptive data in the form of images and words. This is in accordance with Lexy J. Moleong's opinion that qualitative research data consists of words and images rather than numbers (Lexy J. Moleong, 2007). Qualitative research uses qualitative evidence rather than statistical work. The

qualitative approach according to Sudjarwo (2017), is based on field reality and respondent experience as a reference for theory.

C. Results and Discussion

Results

This study identifies key findings from various literatures related to the integration of ethical values in sports learning in schools. The results of this literature review are grouped into four major themes, namely (1) the concept of ethical values in sports, (2) value-based learning models, (3) challenges in implementing ethical values, and (4) recommendations for the development of value-based sports learning.

1) The Concept of Ethical Values in Sports

Ethical values in sports include sportsmanship, fairness, cooperation, responsibility, and respect for opponents, coaches, and rules (Shields & Bredemeier, 2009). These values not only help students become technically competent athletes, but also moral individuals in everyday life. Hellison (2011) emphasized that sports are a unique medium for teaching ethical values because they place students in situations that require moral decision-making, such as respecting opponents in competition or accepting results with a sporting attitude. However, the literature

shows that ethical values are often not a priority in sports learning in schools. Instead, sports are more often directed at mastering motor skills or achieving competitive achievements (Jones, Armour, & Potrac, 2004). This raises the need to place ethical values as an integral part of formal sports learning.

2) Value Based Learning Model

Various value-based learning models have been developed to integrate ethical values into sports. One of the most well-known models is Teaching Personal and Social Responsibility (TPSR) developed by Hellison (2011). This model is designed to help students develop personal and social responsibility through physical activity. TPSR consists of five levels of responsibility, ranging from self-control to the application of values outside of sports class. Studies have shown that this model is effective in increasing positive student behaviors, such as increasing a sense of responsibility and cooperation (Hellison, 2011). In addition to TPSR, other models such as the Sport Education Model (Siedentop, 1994) and the Fair Play Framework (Shields & Bredemeier, 2009) also offer approaches that focus on developing moral and ethical values through sports. The Sport Education Model, for example, is designed to instill authentic sports experiences by emphasizing the role of

sportsmanship and teamwork in every sport activity.

3) Challenges in Implementing Ethical Values

Although various value-based learning models are available, their implementation in formal sports learning in schools still faces a number of challenges. Some of the main challenges identified from the literature include:

- a. Lack of Teacher Training: Physical education teachers often feel underprepared to integrate ethical values into their teaching (Jones et al., 2004). Many teachers focus on mastering technical sports skills, leaving moral values neglected.
- b. Pressure on Competitive Results: In many cases, the pressure to achieve competitive results in tournaments or competitions can reduce the focus on character building of students (Shields & Bredemeier, 2009).
- c. Cultural and Social Context: In a culture like Indonesia, where values of collectivity and hierarchical relationships are very strong, approaches designed in Western countries are often less relevant without local adaptation (Hofstede, 2001).

Based on literature analysis, this study

provides several recommendations for the development of value-based sports learning:

1) Integration of Ethical Values in the Curriculum

Governments and educational institutions need to ensure that sports curricula in schools include ethical values as part of their learning objectives. This can be done by designing learning modules that include moral situation-based exercises, such as decision-making simulations in games.

2) Value-Based Teacher Training

Physical education teachers need specific training to understand and implement values-based learning strategies. This training may include approaches such as TPSR or local adaptations of other values-based learning models (Hellison, 2011).

3) Contextual Research in Developing Countries

Most value-based learning models are developed in developed countries. Further research is needed to develop models that are appropriate to the cultural and social characteristics of developing countries such as Indonesia, including exploring the challenges faced in their

implementation (Hofstede, 2001).

4) Collaboration with School Community

Teachers, coaches, parents, and policymakers need to work together to create a school environment that supports the integration of ethical values into sport. This includes creating a school culture that prioritizes rewards for good sportsmanship, not just competitive success.

Discussion

Sports learning in schools has a strategic role in instilling ethical values in students. Values such as sportsmanship, cooperation, fairness, responsibility, and respect are not only relevant in the context of sports but also build character needed in everyday life (Shields & Bredemeier, 2009). Based on the results of the literature review, there are several important aspects that need to be discussed regarding the integration of ethical values in sports learning in schools, starting from theoretical concepts to the challenges of their implementation.

1) The Importance of Integrating Ethical Values in Sports

Several studies have confirmed that sports are a unique means of teaching ethical values because sports activities involve social interaction, decision-

making, and responses to challenges that often raise moral dilemmas (Hellison, 2011; Siedentop, 1994). In the context of schools, sports learning is an important part of character education, because of its applicative nature and direct involvement of students' experiences. However, sports learning in many schools still focuses on technical aspects and competitive achievements, so that the development of ethical values tends to be neglected (Jones, Armour, & Potrac, 2004). Therefore, there needs to be an adjustment in the paradigm in physical education, from an approach that is oriented towards physical results to an approach that is balanced between motor skills and strengthening moral values.

2) Effectiveness of Value-Based Learning Model

Several learning models have been developed to integrate ethical values into sports learning. One of the most well-known models is Teaching Personal and Social Responsibility (TPSR) introduced by Hellison (2011). This model emphasizes the development of students' personal and social responsibility through physical activity. Research shows that TPSR is effective in increasing positive student behaviors, such as a sense of

responsibility, cooperation, and sportsmanship (Hellison, 2011).

- 3) Another model is Sport Education Model (Siedentop, 1994), which is designed to provide authentic sport experiences and instill ethical values through team-based and role-based learning. Shields & Bredemeier (2009) also developed the Fair Play Framework, which aims to promote sportsmanship and fairness in sport. Although these models have proven effective in various contexts, their implementation requires adaptation to suit local and cultural needs, especially in developing countries such as Indonesia (Hofstede, 2001).

Although many value-based learning models are available, their implementation in formal sports learning often faces obstacles. These challenges include the lack of Teacher Training: Physical education teachers often do not receive specific training related to the integration of ethical values in sports learning. Most teacher training still focuses on sports techniques and classroom management, without considering moral and social aspects (Jones et al., 2004).

Emphasis on Competitive Achievement: In many cases, sports learning in schools is often dominated by an

orientation towards competitive outcomes, such as winning a race or tournament. This reduces attention to the formation of students' character through sports (Shields & Bredemeier, 2009).

Local Cultural Context: The strong collectivist culture in Indonesia, for example, may influence the acceptance of the concept of ethical values developed in Western countries. This creates a need to adapt learning approaches to better suit the local culture (Hofstede, 2001).

Based on these findings, several steps can be taken to improve the integration of ethical values in sports learning, including through the preparation of Value-Based Curriculum: The government and educational institutions need to integrate ethical values into the physical education curriculum. The curriculum should include activities that promote moral development, such as simulations of moral conflict situations in sports games.

Values-Focused Teacher Training: Physical education teachers need specific training to understand and implement values-based learning strategies, such as TPSR or other model adaptations (Hellison, 2011).

Stakeholder Awareness Building: Parents, teachers and policy makers need to understand the importance of values-based

learning in sports. Support from the entire school community is essential to create an environment that supports the strengthening of ethical values.

Further research is needed to explore the impact of implementing ethical values in sports learning on students' character. In addition, further studies can also help develop approaches that are more relevant to local cultural contexts.

In the Indonesian context, the integration of ethical values into sports learning in schools faces unique challenges. For example, the education system that tends to focus on academic curriculum often marginalizes the importance of physical education as a means of character building. In addition, the gap in sports education facilities in various regions in Indonesia is another inhibiting factor. Therefore, the strategy for implementing ethical values must be designed contextually, taking into account local social, economic, and cultural conditions (Hofstede, 2001).

This discussion shows that while there is much potential in integrating ethical values through sports learning, there are also significant challenges in its implementation. By developing a values-oriented curriculum, training teachers specifically, and strengthening empirical research, sports learning in schools can become a more effective means of building

students' characters holistically.

D. Conclusion

This literature review highlights the potential of integrating ethical values into sports education to shape students' character holistically. Values like sportsmanship, cooperation, responsibility, fairness, and respect can be instilled through a structured approach within the physical education curriculum, making sports an ideal medium for both physical and moral development (Hellison, 2011; Shields & Bredemeier, 2009). However, challenges remain, such as insufficient teacher training in integrating ethical values (Jones, Armour, & Potrac, 2004), an overemphasis on competitive success over moral development (Shields & Bredemeier, 2009), and the cultural differences in adapting Western value-based models to countries like Indonesia (Hofstede, 2001). Despite these challenges, value-based models like Teaching Personal and Social Responsibility (TPSR) and the Sport Education Model have proven effective, though further research is needed for their adaptation in developing countries. Ultimately, with the right strategies, sports education can serve as a powerful tool for character development, providing a solid foundation for integrating ethical values into the curriculum.

E. Acknowledgment

Thank you to the lecturers who have helped the author in improving this article. And to the entire writing team who have contributed to the completion of this article.

F. Conflict of Interest

No conflict of interest

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