



The Influence of Gender, Type of Sport, and Social Support on the Formation of Positive Values among Adolescents

Shofie Amalia Vega^{1✉}, Amung Ma'mun², Sucipto³

Department of Sport Education, Postgraduate Programme, Indonesian University of Education,
Bandung, Indonesia¹²³

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Abstract

Sports are widely recognized as an important medium for cultivating positive values in adolescents. This study aims to analysis the impact of gender, sport type, and social support on the development of positive values in adolescents using the Systematic Literature Review (SLR) method. The review was conducted on 8 selected articles from 738 documents collected following the PRISMA guidelines and inclusion-exclusion criteria. The results showed that the type of sport (individual or team) influences the formation of different values, including responsibility, cooperation, and leadership. Gender factors play a role in shaping adolescents' experiences and social roles in the sport context, while social support from parents, peers, and teachers strengthens motivation and character development. The conclusion is that the formation of positive values in adolescents through sport is the result of the interaction of various factors, namely individual factors, sport type, and social support. Therefore, an integrative and contextual approach with the Positive Youth Development (PYD) framework is needed. This study provides a basis for developing education and sports policies that support the development of positive character comprehensively.

How to Cite

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✉ Correspondence Author:
E-mail: shofievega@upi.edu

INTRODUCTION

Adolescence is a complex and dynamic phase of development, marked by significant changes in physical, cognitive, emotional, and social aspects (Mastorci, et al. 2024). In the context of society, especially adolescents, the development of positive values such as responsibility, honesty and discipline is an important aspect in building a healthy and productive adolescent character (Quratul'Aini, Hasibuan and Gusmaneli 2024).

One effective tool that has been proven to make a significant contribution in shaping these values is participation in sports activities. Sports programs can enhance adolescent development, both physically and mentally, and have a positive impact on themselves and their social environment (Balqis, et al. 2024). In addition, adolescent participation in sports can help them develop positive values, improve emotional regulation, and enhance their cognition (Larassary and Desanti 2025). Through sports, teenagers learn to manage their emotions, build mental resilience, and improve their ability to adapt to stress and conflict, all of which are the basis for positive values in social life (Megantara, et al. 2024).

The contribution of sport to the formation of these values is greatly influenced by several important factors, one of which is the type of sport that is followed (Gunadi 2018). Team sports, such as soccer, basketball, and volleyball, emphasize teamwork, communication, and solidarity. Individual sports, such as athletics, swimming, or martial arts, on the other hand, tend to exhibit higher psychological characteristics such as achievement motivation, self-confidence, resilience, concentration, and perseverance. (Sarkar and Fletcher 2014). This shows that individual sports instill the values of independence, sharp mental focus, and strong personal responsibility for the outcome of the competition, because success depends entirely on one's own readiness and effort, without relying on the team (Holland 2010).

Besides the type of sport, gender is also an important variable that influences adolescents' experiences and perceptions of sport (Alamsyah and Akkase 2025). In social reality, the division of gender roles is still quite strong, which sometimes limits access or creates different expectations for certain physical activities between men and women (Habali, et al. 2023). This explains that women have fewer opportunities to participate in sports than men, making it difficult for them to develop values related to sports due to their lower participation rates compared to men (Maksum

and Tuasikal 2021, Karo, et al. 2024).

The formation of positive values through sport is also greatly influenced by the social support aspects that adolescents receive, which creates a safer environment and provides support for their development (Mukti and Mamun 2025). Support from parents, peers, teachers, and coaches plays a crucial role in building motivation and self-confidence, as well as encouraging positive behaviors. Parental support or pressure can play a significant role in shaping adolescents' perceptions of sports, which in turn determines whether they will continue participating in organized sports or decide to quit (Millah and Pratama 2025).

Although numerous studies have examined the role of sport, gender, and social support in adolescent development, most studies still treat these variables separately. Studies that simultaneously integrate these three factors, particularly in analyzing the interaction between gender, sport type, and social support on the formation of positive values, are still relatively limited, especially in the context of adolescents. While conceptually, these three variables are thought to interact and moderate each other, for example, high levels of social support can enhance the positive impact of team sports, these effects may differ between boys and girls.

This study aims to analyze the influence of gender, sport type, and social support on the formation of positive values in adolescents, and to identify the interactions between these three factors in the context of sport. The novelty of this study lies in its integrative approach, which examines the relationship between individual, contextual, and environmental factors within the Positive Youth Development (PYD) framework, which in previous research have generally been examined separately. The findings of this study are expected to provide theoretical and practical contributions in the development of sports programs that are more responsive to the formation of positive character in adolescents.

METHOD

This study uses a Systematic Literature Review (SLR) approach to identify, review, evaluate, and interpret all available research on the topic area of interest, with specific relevant research questions (Denyer 2009). In searching for articles, this study utilizes online database resources through Google Scholar (<https://scholar.google.com/>). This study involves several series, including formulating research questions, searching for li-

terature, determining inclusion and exclusion criteria, selecting relevant literature, presenting data, processing data, and drawing conclusions. In a Systematic Literature Review (SLR) study, the main objective is to identify, evaluate, and interpret all relevant research findings related to a particular research question, topic, or phenomenon being investigated (Ramey and Rao 2011). The systematic literature review method is a method for identifying, assessing, and interpreting all research related to a particular research question, topic area, or phenomenon of interest.

This study was conducted through a series of systematic review processes following the **Figure 1**. PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, which include (1) data identification, (2) data screening, (3) data eligibility assessment, and (4) data assessment results. This process was supported by the Covidence website (https://app.covidence.org/sign_in) to screen selected articles. Researchers searched for articles using Google Scholar to identify relevant databases. In the initial search on Google Scholar, researchers used the keywords "Sport Values by Gender and Individual and Team Sports and Social Support," which resulted in 738 search results. However, only 612 files were successfully screened, while 126 files were removed due to duplication.

The next step was the screening stage. During this stage, the authors removed 540 documents obtained from Google Scholar that were irrelevant to the research focus, including files that could not be accessed or downloaded. As a result, 72 articles were successfully accepted to proceed to the next stage, namely quality and eligibility assessment. The third stage is the quality and eligibility stage, where the files are evaluated through full-text review. The assessment is based on several predetermined inclusion and exclusion criteria.

Tabel 1. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Population and sample	Youth athletes (aged 10–19 years, or up to 21 years)	Adults (>21 years)
Main variables	Positive sports values (sports values, sportsmanship, positive development values)	Not examining sports values / PYD
	Social support (support from parents, peers, coaches, school/club)	Not examining social support (parents, peers, coaches)

Moderating variables	Gender (male or female) Type of sport (team or individual, or specific sport)	
Research design	(quantitative, qualitative, experimental, comparative, correlational or mixed methods)	Non-empirical (e.g., opinion pieces, editorials, news articles)
Publication Year	2015-2025	Before 2015

Each article was classified into specific categories based on specific aspects that met the criteria listed in **Table 1**, with all titles and abstracts read and included or excluded according to the inclusion/exclusion criteria. A content analysis of the articles included in the review was also performed. Data were then discussed and confirmed by the researchers. This process was carried out independently by each author. If the authors disagreed regarding the inclusion or exclusion of an article, the disagreement was resolved through discussion.

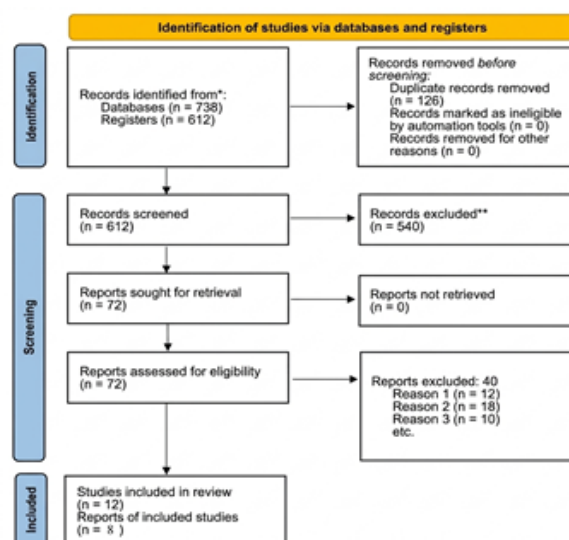


Figure 1. Flowchart PRISMA.

RESULTS AND DISCUSSION

This section presents the results of a systematic review of studies examining the influence of gender, sport type, and social support on the formation of positive values in adolescents in Indonesia. Using a Systematic Literature Review (SLR) method, several scientific articles were collected and analyzed thematically and comparatively.

Tabel 2. Filtered Articles

Title	Journal Name	Conclusion
Sports values and social support: A correlational study (Vega, et al. 2025)	Jurnal SPORTIF	Sports values and social support are positively and significantly related, but moderately so ($r = 0.268$, $p = 0.001$). This means that social support helps strengthen the formation of positive values through sports.
Athletes' Sports Orientation Viewed from Parental Social Support and Gender (Rumah-pasal, Kristinawati and Setiawan 2020)	Journal Sport Area	Parental social support and gender jointly influenced the type of sport with a value ($F = 12.93 > 2.49$). The role of parental social support (17.75%) was more dominant than gender (4.14%)
Values Scale for Positive Youth Development in Sport (Bereñgüi, Parra-Plaza and Castejón 2024)	Europa Journal Investigation. Health Psychol. Education	Adolescence is a crucial phase in the formation of intrapersonal and interpersonal values. The Positive Youth Development (PYD) approach can be used to instill positive values through sports activities.
A meta-analysis of the relationship between social support and physical activity in adolescents: the mediating role of self-efficacy (Lin, et al. 2024)	Frontiers in Psychology	Family, peer, and social support have a direct influence on adolescent physical activity. This relationship is influenced by gender and socioeconomic status and mediated by self-efficacy.
Pembentukan Karakter Atlet melalui Olahraga Bulutangkis (Sophia, et al. 2025)	Journal Olympic(Physical Education, Health and Sport)	The results show that sport not only develops physical abilities, but instills the values of cooperation, discipline, emotional control, and never giving up. Character formation is strengthened by the role of the coach and the training environment.
The impact of sports participation on mental health and social outcomes in adults: a systematic review and the 'Mental Health through Sport' conceptual model (Eather, et al. 2023)	Springer Nature Link	Participation in any form of sport (team or individual) is beneficial for improving mental health and social outcomes among adolescents. However, team sports may provide stronger and additional benefits for mental and social outcomes throughout adolescence.
The integration of the universal values of sport into physical education: Positive Youth Development (PYD) framework (Juhrodin, et al. 2023)	Jurnal SPORTIF	The result of this study is that the universal values of sport can be wellintegrated into every physical education lesson in schools. Students can develop social and emotional skills fundamental to success by utilizing these principles in life inside and outside school.
Pengaruh Olahraga Dalam Pembentukan Karakter Remaja: Literature Review (Hardiansyah, Sulistiyono and Nugroho 2024)	Jurnal Stok Bina-guna	Sports can shape the character of teenagers. Several components of character are: competence, self-confidence, character, discipline, sportsmanship, and life skills. Sports play a significant role in character formation by instilling various skills and values that are useful in life.

To provide a more precise and structured overview, the review results are presented in tabular form. This **Tabel 2** presents key information for each article reviewed, including the study title, year of publication, research focus, and results. This presentation will help readers understand how each study contributes to the understanding of how sports and social factors influence the development of positive values among adolescents.

Based on, a systematic review of eight articles that met the inclusion criteria showed that positive values in sports among adolescents, such as sportsmanship, responsibility, cooperation,

and discipline, were consistently formed through the interaction between individual factors (gender and age), contextual factors (type of sport), and social support from parents, coaches, peers, and the school or club environment.

Influence of Gender on the Formation of Positive Values in Sport

Gender differences do not directly determine the quality of the values formed, but rather influence how individuals respond to sports experiences and the forms of social interaction received during the training and competency process (Berliana 2020).

Female athletes tend to exhibit greater sensitivity to interpersonal interactions, making it easier to develop values such as cooperation, empathy, responsibility, and sportsmanship when they receive positive social support from coaches, parents, and teammates. Supportive interactions create a sense of psychological safety that allows female athletes to be more open to the process of value reflection and behavioral evaluation (Syafri-uddin, Jahrir and Yusuf 2022).

In contrast, male athletes tend to be more influenced by a competitive orientation and intrinsic motivation focused on performance. Values such as discipline, hard work, mental toughness, and independence are more developed through experiences facing competitive pressure. Therefore, gender plays a role as an individual factor influencing patterns of value acceptance through sport. Effectively developing positive values requires an approach that considers the psychosocial characteristics of each gender so that the process of character education through sport can be optimal (Nurkadri, et al. 2024).

Influence of type Sport on the Formation of Positive Values

The type of sport is also an important contextual factor in the formation of positive values in adolescents (Hamidi 2021). Studies show that team sports and individual sports have different characteristics of social learning experiences, resulting in varying values.

Team sports such as soccer, basketball, and volleyball consistently provide greater opportunities for the development of values of cooperation, communication, solidarity, tolerance, and collective responsibility. This is due to the demands of coordination between players in achieving a common goal. Intense interaction between team members creates an effective social learning space for instilling interpersonal values. When supported by participatory training patterns, team sports can be a highly effective medium for building adolescent character (Haprabu, Mahardika and Zulfikar 2025).

In contrast, individual sports such as athletics, swimming, or martial arts place greater emphasis on developing self-discipline, personal responsibility, and mental resilience. In this context, athletes are required to manage their own internal motivation and face personal performance evaluations (Simandjuntak, Hanum and Saputri 2024). These values play a role in forming a strong and independent character in teenagers.

The effectiveness of a sport is highly dependent on the quality of the coaching environ-

ment (Sheridan, Coffee and Lavallee 2014). Team sports do not automatically instill cooperation if the team culture is not conducive, just as individual sports can still develop social values when coaches employ a reflective and collaborative approach. These findings suggest that while sports serve as a medium for learning values, their success is still determined by the pedagogical design implemented in training and competition (Islam, et al. 2026).

Influence of Social Support on the Formation of Positive Values

Social support is the most dominant factor in the formation of positive values through youth sport (Irdyandiwa 2019). Coaches hold a strategic position as moral guides. Coaches who emphasize the learning process, behavioral reflection, and appreciation for effort tend to be more successful in instilling character values than coaches who focus solely on winning. (Koh, Ong and Camiré 2016) emphasizes that a values-based coaching approach can create a more meaningful sports experience for adolescent character development.

In addition to coaches, parental involvement is a crucial element. Parents who provide emotional support and instill a positive meaning in sports participation help adolescents understand that sports are not just a competitive arena, but also a means of character development (Latif, et al. 2025).

Peer groups and the culture of the community also contribute positively. An environment that fosters respect, togetherness, and healthy competition will foster positive character development. This reinforces the PYD theory, which asserts that adolescent character development occurs through dynamic interactions between individuals and a supportive social context (Lerner, et al. 2005). Therefore, fostering positive values through sports requires the collective involvement of all aspects of development to ensure a consistent and sustainable character education process.

CONCLUSION

Based on the synthesis of eight articles, the formation of positive values in adolescents through sports results from the dynamic interaction of three factors: gender (individual factor), type of sport (contextual factor), and social support (environmental factor). These factors moderate each other rather than operating independently.

Gender influences how adolescents respond to sports experiences: female athletes develop relational values (empathy, cooperation,

responsibility) more readily with positive support, while male athletes develop performance-oriented values (discipline, mental toughness, independence) through competitive pressure. Type of sport determines the value focus: team sports foster interpersonal values (teamwork, communication, solidarity), while individual sports build intrapersonal values (self-discipline, personal responsibility, resilience).

Social support emerges as the most dominant factor. Coaches emphasizing learning and effort over winning, parents providing positive meaning to sports, and peers fostering respectful competition all strengthen character development. Without adequate support, even well-chosen sports cannot optimally build values.

These findings support the Positive Youth Development (PYD) framework, which aligns individual characteristics, sports context, and environmental support. Sports programs should integrate: (1) gender-sensitive approaches, (2) appropriate sport types for target values, and (3) consistent support from coaches, parents, and peers shifting focus from achievement alone to comprehensive character development.

This study is limited by its systematic review design without empirical testing. Future research should use experimental or mixed-methods designs to directly test interactions between these variables in specific contexts, strengthening validity and providing more targeted policy recommendations.

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