



The Relationship Between Student Participation and Gender Stereotypes In Physical Education Subjects At State Junior High School 1 Hulu Sungai Tengah

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Abstract

This study aims to analyze the relationship between gender stereotypes and student participation in physical education subjects at state junior high school 1 Hulu Sungai Tengah. The method used is correlational research with a quantitative approach. The research sample consisted of 72 female students in grades 7 to 9, who were selected using the Slovin formula. Data was collected through a closed questionnaire based on the Likert scale, this questionnaire consisted of 35 statements, which included 22 positive statements and 13 negative statements that had been tested for validity and reliability. Data analysis used the Pearson Product Moment correlation test. The results showed a significant relationship between gender stereotypes and female student participation in physical education subjects, with a correlation coefficient value of $0.463 > \text{table of } 0.229$. Strong gender stereotypes contribute to low female participation in certain physical activities, especially big ball games. The conclusion of this study emphasizes the need for teachers to design a more inclusive and gender-sensitive sports learning strategy to increase student involvement in physical education learning subjects so that the lack of student participation can be overcome.

How to Cite

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INTRODUCTION

Physical Education, Sports, and Health is an inseparable part of the education system, in physical education student competencies are developed to support the achievement of their overall educational goals (Pill & Stolz, 2017). physical education is a learning with the goal of improving physical fitness through various physical activities (Mashud, 2019). physical education does not only focus on the physical aspect, but also involves the social dimension, where the formal object in sports science is human movement in it, The purpose of physical education is to develop physical abilities (Dirgontoro et al., 2023). This movement, especially acquired through the process of learning, reflects human creativity at the highest level (Kurnia & Septiana, 2020). physical education is a form of educational activity that focuses on physical activity, getting to know various types of sports in various branches, and function to improve endurance and overall physical quality (Shalihin et al., 2021). In addition, physical education plays a role in developing and maintaining physical fitness, making it a suitable activity to be applied in the school environment to support the student learning process (Suprianto et al., 2021). Based on this opinion, it can be concluded that physical education has a crucial role in improving physical fitness through structured activities. In addition, physical education also contributes to the development of social skills and becomes a forum for the expression of creativity through the movements studied. Thus, physical education not only aims to maintain fitness, but also supports the learning process of students at school. However, the participation of female students in physical education is often influenced by various factors, one of which is gender stereotypes

Gender stereotypes can be interpreted as a paradigm that reflects an impression and belief in a behavior that is considered inherent in women and men (Chusniatun et al., 2022). Gender stereotypes are a common perception in society that often places gender roles in hierarchical relationships. This view reflects generalizations about expectations of activities, abilities, traits, and choices that are considered appropriate to a person's gender (Riswani, 2015). The belief in gender stereotypes is in the form of labeling and values that have developed in society for a long time based on the concept of masculinity and femininity, Gender stereotypes in men are reflected in masculinity, while for women it is manifested in femininity (Rahmadhani & Virianita, 2020). Based on these various opinions, gender stereotypes can be

interpreted as societal views that categorize individuals based on gender. These stereotypes arise as a result of habits that have taken root in the culture and are widely accepted by society.

The characteristics of junior high school students are in the early adolescence stage, which is characterized by significant physical, emotional, and social changes in it. In this phase, they begin to build self-identity, increase independence, and be more easily influenced by the surrounding environment, including peers and social norms. In the learning process, junior high school students show diverse interests and motivations, which can be influenced by their perception of certain subjects, including physical education. In addition, factors such as confidence levels, support from teachers and family, and the presence of gender stereotypes can affect their involvement in physical activity and sports. This phenomenon is often an obstacle for female students to actively participate in physical education. At state junior high school 1 Hulu Sungai Tengah, This can be seen from the low involvement of female students in competitive sports and certain physical activities. such as big ball games or athletics. Many female students feel that the activity is more appropriate for male students, even though they actually have equal abilities.

Individual participation in learning is influenced by the interaction between personal, environmental, and behavioral factors. This is related to social learning theory, which emphasizes the role of reinforcement and models in shaping a person's behavior. In the context of physical education, students need a supportive environment to boost their confidence and encourage their active participation. Students who are exposed to gender stereotypes tend to have lower participation rates compared to those who are active in an inclusive learning environment that is free from gender bias

To improve the quality of learning, various literature highlights the importance of active student involvement in the learning process. Active participation has a significant role in developing students' thinking abilities, emotional aspects, and social skills. Some of the strategies that teachers apply to increase students' learning activity include increasing their interest and motivation, and make effective use of learning media (Wibowo, 2016). addition, research from Johnson shows that active learning can improve students' social skills, concept comprehension, and learning motivation. In the context of physical education, active involvement is not only limited to physical participation but it also includes students' courage in exploring and trying a variety

of new activities (Johnson & Johnson, 2008). The courage of students to try new things in an open environment so that the learning obtained by students will certainly be more effective when done in direct practice.

Previous research on gender stereotypes that can have an impact on the level of student involvement in physical education learning, Research conducted by Hendry (2024), found there was a gender gap in physical education involvement and perception, according to another junior high school study. Up to 68% of students said they felt safer in a single-sex class, while 30% preferred a mixed-gender class. This study highlights how important it is to understand the specific needs of female students to motivate them to participate constructively in physical education.

This research is supported by several previous studies that have relevance to the topic studied found negative labeling of female students, such as the belief that their motor abilities are inferior to male students, is an example of gender discrimination (Ahmad, 2023). Furthermore, research by Hadyansah (2023.) showing the impact of gender stereotypes on student engagement and interest in learning, especially physical education, was studied in other studies. According to research, poor female involvement in sports is the result of persistent prejudice about the physical prowess of men and women. According to this study, to build a more inclusive learning environment, we must change our perception of physical abilities based on gender.

Based on the initial observations he made at state junior high school 1 Hulu Sungai Tengah, It was found that the level of student participation in physical education subjects is still relatively low. Female students tend to choose physical activities that are considered more feminine, such as gymnastics, and avoid activities that are categorized as more masculine, like a big ball game. In addition, the results of interviews with some female students revealed that they lacked confidence to participate in sports that involved competition with male students. Another factor that also affects the low participation of female students is the lack of support from teachers and families, which has an impact on their low motivation in participating in physical education learning.

The novelty or novelty of this study lies in the focus of a study that specifically analyzes the relationship between gender stereotypes and student participation in physical education in the context of state junior high school 1 Hulu Sungai Tengah, which has never been researched in the Hulu Sungai Tengah Regency area. Moreover, This study uses a sample of female students

from grades 7 to 9, so as to provide a more comprehensive picture of the influence of gender stereotypes on student participation in physical education learning, and is expected to contribute to the development of a more inclusive and gender-perspective physical education learning strategy in the school environment.

This study also aims to analyze the relationship between gender stereotypes and student participation in physical education subjects at state junior high school 1 Hulu Sungai Tengah. The researcher hopes that the results of the research will be able to contribute to the development of more inclusive learning strategies with a gender perspective to overcome obstacles that hinder the active participation of female students. Thus, the results of this research are expected to be able to provide insight into educators in developing a more inclusive physical education learning strategy and encourage active student participation.

METHODS

This study is a correlational research using a quantitative approach (Tresnowati et al., 2022). It aims to determine whether or not there is a relationship between one variable and another. It contains two main variables, namely an independent variable in the form of gender stereotypes and a dependent variable in the form of learning participation. Independent variables are factors that affect the occurrence of a change in the bound variable. Meanwhile, the bound variable is in the form of the variable it affects and the consequences are based on the existence of independent variables in it.

In this study, the population used was in the form of students of state junior high school 1 Hulu Sungai Tengah, with a total of 268 students from grades 7 to 9. A sample is a part of the population used for research data collection, which means that without a population, a sample cannot be determined. The researcher used a sampling technique in the form of the Slovin formula based on an error rate of 10%. Based on calculations using the Slovin formula (EW Warni, 2018), the result was 72.82, which was then rounded to 72. Thus, the number of samples in this study is in the form of 72 students, based on 7th to 9th grade students at state junior high school 1 Hulu Sungai Tengah.

The researcher used an instrument in the form of a closed questionnaire arranged based on the likert scale. A closed questionnaire is a research instrument that provides answers with predetermined options, so that respondents can choose according to their perceptions or experiences

(Sugiono, 2012). This instrument is designed to compile statements based on indicators that refer to the study of research theories. In the student participation questionnaire, the researcher grouped the statements into two main factors, namely Gender Stereotypes and Active Participation in Physical Education. This questionnaire consists of 35 statements, which include 22 positive statements and 13 negative statements. The scale used in measuring student participation is a modification of the Likert scale with five categories of choices, namely: strongly agree (5), agree (4), disagree (3), disagree (2), and strongly disagree (1). For negative statements, scoring is done with the opposite of positive statements. Before using the questionnaire, a validity test was carried out on the use of variable x with a r_{hitung} value of $0.562 > r_{table} 0.361$ and on the statement of variable y with an average value of $0.641 > r_{table} 0.361$ so that the questionnaire was declared valid for use. In addition to the validity test, a reliability test was also carried out with the results of the variable reliability statement $x 0.871 > 0.60$ and the variable statement $y 0.909 > 0.60$.

Table 1. Questionnaire grid

Variable	Indicators	Source
Gender Stereotypes	Suitability of sports activities based on gender.	Pokhrel (2024)
	Environmental influence.	Ahmad (2023)
	Physical abilities of women and men.	
Student participation in Physical Education	Participation in physical activity.	Irgi Iksan Mulyana (2024)
	Exercise motivation.	Rosmayanti (2024)
	Teacher support.	

The data analysis techniques applied included the analysis prerequisite test, which consisted of normality, linearity, and homogeneity tests, followed by hypothesis tests. In this study, the hypothesis test was carried out using correlation analysis. The correlation coefficient is used to determine or measure the relationship between variable X and variable Y , it can be seen that this study uses Pearson Product Moment Correlation developed by Karl Pearson (Sunnyoto, 2014) (Yamin & Kurniawan, 2011). The value of the correlation coefficient is then compared with the value of the table based on the significance level of 5%. The correlation is considered significant if the calculated r -value is greater than the r_{table} at a significance level of 5%.

RESULTS AND DISCUSSION

Normality test on research data related to gender stereotypes and student participation to find out whether the distributed data is normal or not. In this study, the kolmogorov-smirnov normality test was used because it had a sample number greater than 50. The results of the test using SPSS were obtained with a gender stereotype significance value of $0.200 > 0.05$ and student participation $0.200 > 0.05$. Which he concluded from the data on gender stereotype variables and normally distributed female student participation variables.

Linearity testing is performed to identify the relationship between independent variables and dependent variables. The results of the analysis using SPSS showed a significance value of deviation from linearity of $0.286 > 0.05$. Therefore, It can be concluded that there is a linear relationship between the gender stereotype variable and the female student participation variable.

Homogeneity testing is performed to determine whether two or more sample data sets originate in the same population of variance. The results of the analysis using SPSS showed a significance value of 0.882, which is greater than 0.05. It can be concluded that the variables of learning motivation and the variables of learning participation are categorized as homogeneous.

When testing this hypothesis, Pearson Product Moment Correlation analysis is used. The purpose of this analysis is to interpret the strengths or weaknesses of the correlation and test the significance, namely by comparing the calculated value to the R of the table at a significance level of 5%. Jika nilai r_{hitung} lebih besar dari r tabel, maka hubungan tersebut dianggap signifikan. If the value of $r_{calculate}$ is greater than r of the table, then the relationship is considered significant. Conversely, if the calculated value of r is smaller than the r of the table, then the relationship is insignificant. Table 5 presents the results of the correlation test between variable X (gender stereotype) and variable Y (female student participation).

Based on the results of the Pearson Product Moment (PPM) correlation test, it shows a correlation value of $0.463 > r_{table} 0.229$, then there is a significant relationship. Based on interpretation (Riduwan, 2015) The value is seen at $0.40 - 0.599$, which indicates a relationship with a fairly strong level. Therefore, she concluded that gender stereotypes have a strong relationship with female student participation in physical education subjects. Next, **Table 2** presents the relationship coefficient intervals.

Table 2. Relationship Level Coefficient Interval

Interval Coefficient	Relationship Level
0,80 – 1,000	Very powerful
0,60 – 0,799	Strong
0,40 – 0,599	Quite powerful
0,20 – 0,399	Low
0,00 – 0,199	Very Low

The results of the research that have been presented previously are found to have a strong relationship between gender stereotypes and student participation in physical education subjects. Based on the technique (PPM) which shows a correlation value of $0.463 > \text{table of } 0.229$, there is a significant relationship, which is contained in $0.40 - 0.599$, so it shows a fairly strong relationship. Based on the technique (PPM) which shows a correlation value of $0.463 > \text{table of } 0.229$, there is a significant relationship contained in $0.40 - 0.599$, thus showing a fairly strong relationship. Thus, an alternative hypothesis that reveals a significant relationship between gender stereotypes and female student participation in physical education subjects is accepted.

The results of this study are related to previous research, namely from Deng (2023), This study shows that gender stereotypes that come from society, Family, and school have a significant impact on students' self-perception, interests, and engagement in physical education and sports. The study revealed that stereotypes reinforced through social and educational expectations create inequalities in sports participation between male and female students, female students showed a lower level of participation. The results of this study corroborate previous findings and show that social and cultural factors acquire an important role by shaping patterns of student participation in sports.

In addition, when compared to research Tumober (2023), discussing the relationship between motivation and learning participation, Similarities were found in the pattern of relationships between psychological factors (motivation or gender stereotypes) and the level of student participation in learning. Although the research focused on geographic information systems courses, The results still show that external factors such as motivation and social expectations affect the level of student involvement in learning.

The new aspect introduced in this study is its focus on female students in the context of physical education learning, which is still less researched than other academic fields. These findings provide important insights that not only

individual factors such as interests and motivations play a role in student participation, but also external factors such as social constructions regarding gender. The impact of this study lies in its implications for physical education education and teaching policies in schools. With a deeper understanding of the influence of gender stereotypes on student participation, Educators and policymakers can design more inclusive strategies to increase female student participation in sports. One of the approaches taken is to minimize gender bias towards textbooks to create a more supportive environment for student participation, and educate the public on the importance of the involvement of all genders in sports activities.

However, the study has some limitations. First, the research conducted by the researcher was only carried out in one school, So the results cannot necessarily be generalized to a wider population. Second, this study only uses the correlation method without looking at other factors that may affect student participation, such as family support, sports facilities, and personal experience. Thus, further research was conducted with the aim of delving deeper into the factors that mediate or moderate the relationship between gender stereotypes and student participation in physical education.

CONCLUSION

This research resulted in a significant relationship between gender stereotypes and student participation in subjects physical education at state junior high school 1 Hulu Sungai Tengah. The results of the analysis using the Pearson Product Moment (PPM) method indicated that the correlation value of $0.463 > 0.229$ table showed that there was a significant relationship, which was in the category of a fairly strong relationship. Gender stereotypes reduce self-confidence and limit female students' involvement in certain physical activities that are considered masculine, such as big ball games and competitive sports.

The researcher provides suggestions in the form of, to overcome the low participation of female students in physical education subjects due to gender stereotypes, It is important for teachers to create an inclusive and supportive learning environment. This can be done by motivating female students through the emphasis that physical activity is not limited to a specific gender. Teachers should also integrate teaching methods that encourage students' confidence, such as giving recognition for their achievements in activities that are considered "masculine". Moreover, it requires cooperation with parents and the school

community to change the perception that sport is a universal activity that benefits everyone, regardless of gender.

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