

Fostering Character Through Roller Skating: A Descriptive Analysis of Fair Play, Problem Solving, and Discipline Among Bandung Athletes

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Received: 16/01/2025

Revised: 19/01/2025

Accepted: 20/01/2025

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Abstract

Character development of adolescents through physical activities is an effective medium in supporting athlete development, especially in forming values such as fair play, problem solving, and discipline. This study aims to analyze the level of implementation of fair play, problem solving, and discipline values in 39 roller skate athletes in Bandung City, and to identify factors such as gender and education level that influence the internalization of these values. This study used a quantitative descriptive design with a Likert scale-based questionnaire as the main instrument. The collected data were analyzed using descriptive statistical methods with the help of IBM SPSS. The results showed that the fair play value had the highest average score of 28.59 (SD = 2.98), reflecting good internalization among athletes. Meanwhile, the problem solving and discipline values each had an average score of 24.51 (SD = 3.20) and 26.87 (SD = 2.94), indicating the need for further strengthening. The analysis also revealed that gender and education level factors had a significant influence on the implementation of these values, where female athletes and high school athletes scored higher. Overall, this study shows that the values of fair play, problem solving, and discipline in roller skate athletes in Bandung City have been well internalized, with fair play as the most dominant value. Female athletes and high school athletes dominate the level of internalization of these values. Roller skating can be an effective means to shape the character of athletes. However, strategic steps are needed to optimize athlete development holistically.

Keywords: Character Development, Roller Skate, Sport Life Skills, Student Athlete

How to cite:

Maharani, V. N., Carsiwan, C., Abduljabar, B., & Gumilar, A. (2024). Fostering Character Through Roller Skating: A Descriptive Analysis of Fair Play, Problem Solving, and Discipline Among Bandung Athletes. *JUMORA: Jurnal Moderasi Olahraga*, 5(1), 1–11. <https://doi.org/10.53863/mor.v5i1.1500>

1. INTRODUCTION

Sports have long been acknowledged as a powerful tool for nurturing character development, particularly during adolescence—a critical stage in psychosocial growth (Siedentop et al., 2019). Beyond mere physical activity, sports hold immense potential for instilling values like discipline, teamwork, and sportsmanship (Camiré & Kendellen, 2016). Character education through sports positively influences social behavior and ethical attitudes both within and outside the playing field (Afremow, 2015). Well-structured sports programs can effectively integrate values like honesty, fairness, and sportsmanship, which not only enhance athletic performance but also leave a lasting impact on personal character (Vidoni, 2020).

Moreover, sports foster essential social skills, such as communication, teamwork, and conflict resolution, equipping athletes to better navigate social contexts outside of sports (Bailey et al., 2021; Dudley et al., 2017). Programs emphasizing character education contribute significantly to self-discipline, which has been linked to improved academic performance and behavior in school settings (Camiré et al., 2014). Thus, sports prepare individuals not only to excel in competition but also to tackle academic and social challenges (Bean, Kramers, & Forneris, 2018). By promoting values acquired through athletic participation, individuals develop a sense of responsibility, purpose, and ethical decision-making skills applicable across various life scenarios (Kendellen & Camiré, 2017).

Despite its importance, research on character-building through individual sports like roller skating remains sparse. Individual sports have unique dynamics compared to team sports, requiring different coaching and developmental strategies (Shields & Bredemeier, 2014). In Indonesia, particularly in Bandung City, the rising popularity of roller skating highlights the growing relevance of character development in sports (Sofianto, 2016). However, coaching often prioritizes technical skill development, overshadowing critical values like fair play, problem-solving, and discipline (Coakley, 2016).

The values of fair play in sport coaching, often receive less attention in highly competitive training programs, thus hindering athletes' understanding of the importance of sportsmanship and respect for opponents (Bean & Forneris, 2016). In addition, low attention to values such as problem solving and discipline are major obstacles to achieving athletes' optimal potential (Vealey, 2024). Many sports clubs have not implemented character education systematically, thus reducing its impact on athlete performance in competition (Holt et al., 2016). Implementing a structured and evidence-based approach is essential to ensure the integration of character education into training programs (Singh, 2019).

This study aims to assess the internalization of values such as fair play, problem-solving, and discipline among roller-skating athletes in Bandung City. Additionally, it examines the influence of factors like gender and education level on this process. The findings aim to provide insights into character building through roller skating and propose strategies for sustainable athlete development.

2. METHOD

This research employs a quantitative descriptive approach to evaluate the implementation of fair play, problem-solving, and discipline among roller-skating athletes in Bandung City. This methodology facilitates a systematic examination of variables using statistical tools without

making generalizations (Petrovic et al., 2017). The study utilizes a cross-sectional design, offering a snapshot of the variables at a specific point during data collection. Data were gathered using a Likert-scale questionnaire, adapted from validated tools in prior studies (Kamal et al., 2024), with indicators tailored to assess each variable. Respondents rated their agreement with specific statements using this scale (Pranatawijaya et al., 2019).

2.1 Participants

The study was conducted during roller-skating training sessions at the Pussenkav field in Bandung City. The sample included all junior and senior high school athletes actively participating in roller skating, with the study employing a saturated sampling technique. This method involves including all population members as respondents, minimizing bias and ensuring comprehensive representation of the target demographic (Martino et al., 2018).

2.2 Research Design

A descriptive analytical approach was utilized to describe the implementation of the selected values without inferring broader conclusions (Sugiyono, 2019). The structured survey methodology enabled objective data collection and statistical analysis, yielding insights into the role of the studied variables in character development among athletes. This design aligns well with prior research on character education in sports (Matsankos et al., 2020).

2.3 Instruments

A Likert-scale questionnaire was the primary tool for data collection, incorporating structured indicators for each variable. Respondents were asked to rate their level of agreement with statements about fair play, problem-solving, and discipline (Pranatawijaya et al., 2019). The instrument underwent pilot testing, with reliability confirmed using Cronbach's Alpha, which produced a value of 0.682 (> 0.60), signifying acceptable internal consistency.

2.4 Procedures

The research followed a structured sequence, starting with problem identification, followed by instrument development, data collection, and analysis. Questionnaires were administered independently to respondents to minimize external influences. To ensure rigorous findings, reliability and validity were prioritized throughout the study (Maerlender, 2019). Quantitative data collection and analysis facilitated robust insights into the research variables.

2.5 Data Analysis

Descriptive statistical methods were employed to analyze the data using IBM SPSS version 26. The analysis included descriptive evaluations of response distributions and crosstabulation tests to examine relationships between variables and demographic factors. A validity test confirmed significant correlations between individual questionnaire items and the total score. Reliability testing using Cronbach's Alpha yielded a coefficient of 0.682 (> 0.60), confirming adequate consistency. These methods provided a comprehensive understanding of the internalization of character values among roller-skating athletes, supporting program evaluation and strategic recommendations.

3. RESULTS

Based on the results of the research data analysis using IBM SPSS, the majority of athletes

have a fairly good level of application of values in these three dimensions. Overall, the descriptive results of the data show that the average value of fair play is 28.59 (SD = 2.98), problem solving is 24.51 (SD = 3.20), and discipline is 26.87 (SD = 2.94). The distribution of data from the three variables shows positive skewness, which indicates the data distribution is skewed to the left. This condition reflects that most respondents have high scores, although there are extreme values on the low side of the distribution.

3.1 Tables

Tabel 1.

Decriptive Statistics of Dimension

Variables	Mean Statistics	Standard Deviation	Skewness	Kurtosis
Fair play	28.59	2.98	0.969	1,427
Problem Solving	24.51	3.203	1.29	5.414
Discipline	26.87	2.94	1.128	3.459

Source: Primary Data

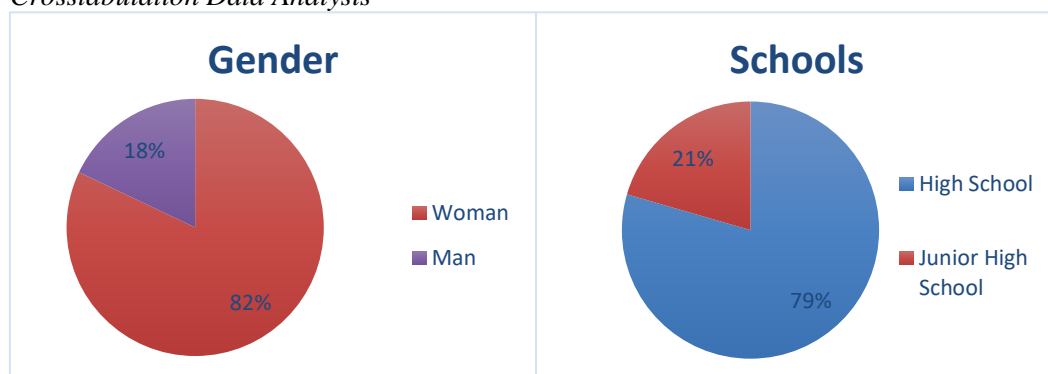
Overall, table1 show that the average value of fair play is 28.59 (SD = 2.98), problem solving is 24.51 (SD = 3.20), and discipline is 26.87 (SD = 2.94). The distribution of data from the three variables shows positive skewness, which indicates the data distribution is skewed to the left. This condition reflects that most respondents have high scores, although there are extreme values on the low side of the distribution.

In terms of methodology, the results of the homogeneity test with Levene's test indicate that the variables have homogeneous variances ($p = 0.843 > 0.05$), allowing valid comparisons between groups. However, the results of the normality test with Shapiro-Wilk indicate that the data are not normally distributed ($p < 0.005$). Meanwhile, the results of further tests indicate significant differences between groups in the application of values ($F = 17.647, p = 0.000$), indicating that certain factors, such as gender and education level, influence the application of fair play, problem solving, and discipline values. In addition, high kurtosis values in the problem solving and discipline variables indicate the dominance of certain values, which can be interpreted as an indication of general patterns or characteristics among roller skaters.

3.2 Figures

Figure.1.

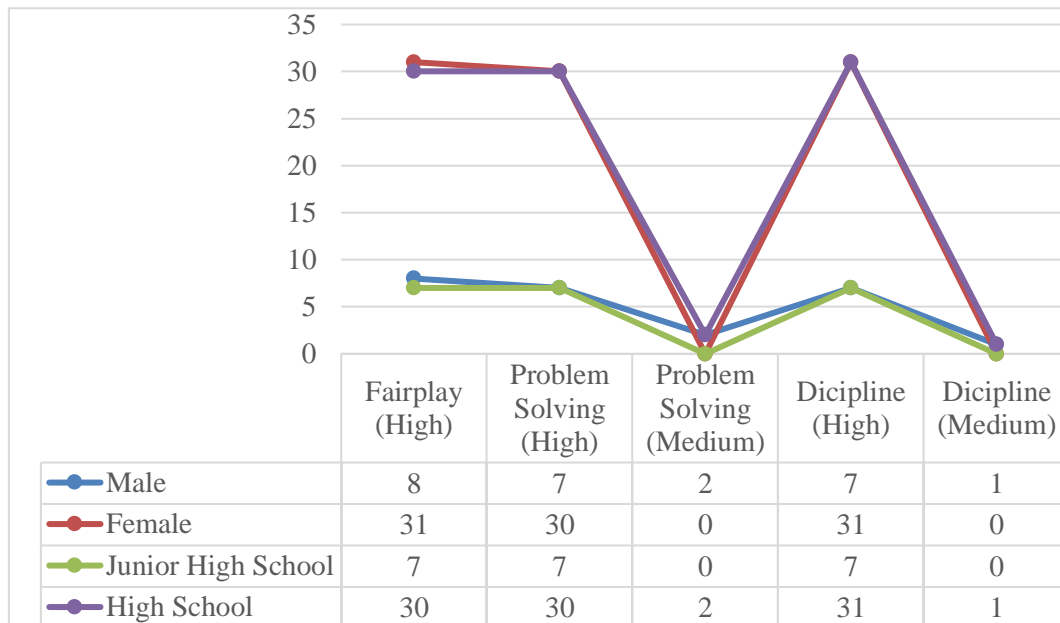
Crosstabulation Data Analysis



A Crosstabulation data analysis from graphic 1, shows that the number of female respondents is greater than male, with a proportion of 31 females and 8 males. The majority of respondents came from Senior High School, with a total of 32 people, while only 7 people came from Junior High School. This shows that the study has an unbalanced proportion in gender variables and education level, which can affect the generalization of the research results.

Figure.2.

Athlete Characteristics Analysis



In terms of respondent characteristics (graphic 2), female athletes have a higher level of value implementation than male athletes. Based on education level, high school athletes also showed better value implementation than junior high school athletes. Descriptively, 100% of athletes are in the high fair play category, with 31 female athletes and 8 male athletes, 32 high school athletes and 7 junior high school athletes. In the problem-solving dimension, 37 out of 39 athletes are in the high category, consisting of 30 female athletes and 7 male athletes with 30 athletes in high school and 7 athletes in junior high school, while 2 athletes are in the medium category and high school level. In the discipline dimension, 38 athletes are in the high category, with a similar distribution, namely 31 female athletes (high school) and 7 male athletes (junior high school), and 1 male athlete (high school) is in the medium category. This shows that overall, the values of sports ethics, critical thinking skills, and discipline have been sufficiently internalized among roller skate athletes in Bandung City.

In-depth analysis shows that there is a relationship between the application of these values and demographic variables such as gender and education level. Female athletes consistently show higher levels of value application than male athletes. In addition, athletes with high school education are also superior to junior high school athletes in terms of implementing the values of fair play, problem solving, and discipline. The results of the crosstabulation analysis strengthen these findings, showing a clear distribution based on gender and education level.

4. DISCUSSIONS

4.1 Fairplay: Level of Implementation and Influencing Factors

The study found that athletes exhibited a strong understanding of fair play, with an average score of 28.59 ($SD = 2.98$). Fair play encompasses honesty, respect for opponents, and rule adherence, serving as both an on-field guideline and a moral foundation (Simmon, 2018), is a major indicator of the success of character building through sports. From a deontological perspective, as proposed by Kant's (2016) fair play functions as a fundamental principle that shapes individual behavior.

In the context of Bandung City, these findings reflect the effectiveness of training programs that indirectly teach fair play through team interactions and competition. These results align with Cranmer & Myers, 2015, who emphasized that positive relationships with coaches and teammates significantly contribute to the internalization of sportsmanship values. However, the positively skewed distribution indicates gaps in internalization, as a small subset of athletes scored lower on fair play. This discrepancy may arise from insufficient emphasis on character education in coaching programs (Sitch, 2020). As Taze & Dereceli (2024) noted, gaps in internalization often stem from inconsistent motivation or weak emphasis on certain values during training.

Social learning theory (Bandura, 1997) suggests that observing role models, such as coaches, plays a vital role in shaping fair play behaviors. Coaches who actively model sportsmanship are more likely to cultivate similar behaviors among their athletes (Pierce et al., 2018). Therefore, training programs for coaches should prioritize sportsmanship education and emphasize their role as exemplars.

4.2 Problem-Solving: Challenges in Developing Critical Thinking Skills

The problem-solving dimension recorded an average score of 24.51 ($SD = 3.20$), reflecting moderate critical thinking skills among athletes. Problem-solving, as described by Sternberg & Frensch (2014), entails a multi-step process of identifying challenges and making decisions, which is particularly crucial in the dynamic nature of roller-skating competitions.

The study findings are consistent with research by (Camiré et al., 2014; Santos et al., 2018), which showed that individual sports focus more on personal skill development, including problem-solving, compared to team sports. However, high kurtosis (5.414) in this data suggests the dominance of certain values and a lack of tailored training approaches to improve decision-making. Without systematic training strategies, critical thinking skills often remain underdeveloped (Bloom et al. (2014).

To address these gaps, mental training simulations, such as competitive scenario practice, can prepare athletes to make decisions under pressure (Gould, 2019). In Bandung City, integrating mental training programs into roller-skating practice sessions could help enhance problem-solving abilities, particularly for athletes with lower scores (Birrner & Morgan, 2010; Röthlin et al., 2020).

4.3 Discipline: A Foundation That Needs Strengthening

The study reported an average discipline score of 26.87 ($SD = 2.94$), indicating that athletes generally adhere to training schedules, rules, and self-control. Self-control theory (Vohs & Baumeister, 2016) posits that discipline is linked to delaying gratification and focusing on long-

term goals, enabling athletes to maintain consistency in training and competitive performance (Hunt et al., 2020; Turgut & Yasar, 2020).

Despite the overall positive results, the skewed data highlights a minority of athletes struggling with discipline, often due to limited reinforcement of positive behaviors in training environments (Bean & Forneris, 2016). Reinforcement theory, as demonstrated by Bear et al. (2017), shows that rewarding desired behavior encourages adherence to disciplined routines. In this context, coaches need to provide relevant rewards to reinforce disciplined behavior in athletes (Cassidy et al., 2023).

The study also observed that female athletes and high school students demonstrated higher discipline scores than their male and junior high school counterparts. Discipline is also closely related to intrinsic motivation, such as personal satisfaction, drives athletes to remain disciplined in training, while extrinsic motivation, such as rewards or recognition, strengthens their commitment (Ryan et al., 2021). Chan & Mallett (2011) attribute this to greater emotional maturity and stronger intrinsic motivation, which are more prevalent in older and female athletes. This finding underscores the need for targeted interventions to support younger and male athletes in developing discipline.

4.4 Factors Influencing Internalization of Character Values

The findings highlighted significant influences of gender and education on character value internalization. Female athletes consistently scored higher than male athletes, and high school athletes outperformed their junior high school peers. These observations align with Wallerstein (2023), who emphasized the role of social environments, including group interactions and educational structures, in shaping individual values.

In Bandung City, the role roller skating coaches and the broader social environment is crucial for promoting character education. Tahki & Ali (2022) and Santos et al. (2018) found that coaches who prioritize character-building not only enhance athlete performance but also foster long-lasting ethical development. Furthermore, higher education levels allow high school athletes to grasp and apply character values more effectively than junior high school athletes, as supported by (Roxas & Ridinger, 2016).

This research successfully achieved its objectives by demonstrating that character values such as fair play, problem-solving, and discipline have been effectively internalized by the majority of roller-skating athletes in Bandung City. Among these, fair play emerged as the most prominent, indicating that the training environment has been particularly successful in fostering sportsmanship among athletes (Pfeiffer & Wierenga, 2019). However, the internalization of problem-solving and discipline was found to be less robust, highlighting areas where the training program requires further enhancement.

The analysis also identified that gender and education level significantly influenced the internalization of these values. Female athletes and those attending high school scored higher compared to male athletes and junior high school students. This aligns with findings by Naylor & Yeager (2013), which emphasized the pivotal role of group social interactions in shaping individual values.

However, certain limitations of this study should be noted, such as the overrepresentation of female and high school respondents and the reliance on descriptive quantitative methods. These

constraints suggest the need for future research employing mixed methodologies to delve deeper into qualitative aspects, including athletes' subjective experiences and the dynamics of relationships between athletes and coaches. Adopting a more comprehensive and evidence-based approach would provide deeper insights and better support the development of character-focused training programs.

5. CONCLUSIONS

This study shows that roller skate athletes in Bandung City have high sports character values of fair play, problem solving, and discipline with fair play being the most dominant dimension. This reflects the success of training in instilling sportsmanship which shows that the roller skate sports coaching program in Bandung City has been able to build a healthy competitive ethic and respect for the rules. Based on gender differences, the results state that women's fair play, problem solving and discipline values are higher than men's and based on education, high school student athletes are better than junior high school students.

Overall, this study confirms that roller skating is not only a means to improve physical skills, but also a very potential tool for shaping individual character. This provides a strong foundation for the development of training programs that are not only oriented towards technical achievements but also the formation of solid and ethical character, such as more structured coaching strategies, character education-based training, and periodic evaluations.

Acknowledgment

We would like to express our deepest gratitude to all parties involved in this research.

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