

THE IMPACT OF GENDER STEREOTYPES ON FEMALE STUDENTS' PARTICIPATION IN BASKETBALL LEARNING AT SMA NEGERI 9 BANDUNG

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INTRODUCTION

Background of the Study

Physical Education (PE) is an integral component of the national education system aimed at developing individuals holistically:

- Physical, cognitive, affective, and social aspects
- Learning through and about movement (Kirk, 2010)
- In the Merdeka Curriculum, PE is oriented toward inclusive, differentiated, and student-centered learning

Basketball as an Invasion Game:

- Requires technical skills (dribbling, passing, shooting)
- Demands tactical understanding and teamwork
- Characterized by controlled physical contact and competitive intensity (Griffin & Butler, 2005)

However, basketball is often perceived as a "masculine" sport, creating barriers for female students' participation.

INTRODUCTION

Gender Stereotypes in Sports:

- Sports involving strength, speed, body contact, and aggressive competition are consistently perceived as more suitable for males (Koivula, 2001)
- Basketball is categorized as a "masculine" sport (Metheny, 1965; Chalabaev et al., 2013)

Impact on Female Students:

- Decreased intrinsic motivation
- Increased anxiety and shame
- Lower self-efficacy and confidence
- Stereotype Threat (Steele & Aronson, 1995)

METHODS

Aspect	Description
Approach	Quantitative
Design	Ex Post Facto (Causal-Correlational)
Nature	Non-experimental
Time Strategy	Cross-sectional
Independent Variable (X)	Gender Stereotypes
Dependent Variable (Y)	Female Students' Participation
Population	Female students grades X & XI at SMA Negeri 9 Bandung
Sample	50 female students (Purposive Sampling)
Instruments	Two validated & reliable questionnaires

Instrument Psychometric Properties:

Instrument	Items	Cronbach's Alpha	Validity Status
Gender Stereotypes	10	0.940	All Valid
Participation	12	0.975	All Valid

Data Analysis: Descriptive statistics, Classical Assumption Tests, Simple Linear Regression ($\alpha = 0.05$)

RESULTS & DISCUSSION

Classical Assumption Test Results:

Test	Method	Result	Conclusion
Normality	Shapiro-Wilk	p = 0.620	✓ Normal
Linearity	ANOVA	p = 0.000	✓ Linear
Homoscedasticity	<u>Glejser</u>	p = 0.076	✓ Homoscedastic
Autocorrelation	Durbin-Watson	DW = 1.695	✓ No Autocorrelation

Hypothesis Testing Results:

Model	B	t	Sig.
Constant	74.211	146.040	0.000
Gender Stereotypes	-1.073	-70.781	0.000

Regression Equation:

$$Y = 74.211 - 1.073X + e$$

Coefficient of Determination:

- R = 0.995 (extremely strong negative correlation)
- R² = 0.991 → 99.1% contribution!

RESULTS & DISCUSSION

Key Findings:

1. Significant Negative Effect ✓
 - H_0 rejected, H_1 accepted
 - $p < 0.001$
2. Overwhelmingly Dominant Factor ✓
 - $R^2 = 0.991$
 - Only 0.9% explained by other factors
3. Every 1-point increase in stereotypes → 1.073-point decrease in participation ✓

Theoretical Confirmation:

- ✓ Social Role Theory (Eagly et al., 2000)
- ✓ Stereotype Threat Theory (Steele & Aronson, 1995)
- ✓ Ecological Systems Theory (Bronfenbrenner, 1979)

Contextual Insight: Even at SMA Negeri 9 Bandung ("Basketball School" with excellent achievements), psychosocial barriers (stereotypes) overwhelm physical infrastructure (99.1% effect).

CONCLUSION

Research Question:

“Do gender stereotypes have an impact on female students' participation in basketball learning?"

Answer: YES

Conclusion:

Even at SMA Negeri 9 Bandung ("Basketball School" with excellent achievements), psychosocial barriers (stereotypes) overwhelm physical infrastructure (99.1% effect).

Recommendations:

For Teachers	For Schools	For Future Research
Apply gender-responsive pedagogy (TGfU, SEM)	Gender sensitivity training	Mixed methods studies
Modify rules and environment	Differentiated programs	Longitudinal designs
Reduce stereotype threat	Policy changes	Include control variables

Final Statement:

This study confirms that gender stereotypes are not merely perceptions but real structural barriers that require urgent pedagogical intervention to achieve equitable participation in physical education.

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