The Role of Environment in Increasing Participation of Women in Masculine Sports in Indonesia

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Abstract : Indonesian women's participation in sports percieved as masculine is low. This paper uses a qualitative research methodology based on observation through direct and indirect participation and non-structured interview. Results showed that families, coaches and teachers had a role in shaping women's perceptions regarding participation in traditionally masculine sports. The author proposes that children should be given more space to develop their physicality, and families, clubs and schools should make a co-ordinated effort to increase female participation in masculine sports, particularly wrestling.

Keywords : Women's participation in masculine sport, socio-cultural environment.

1. INTRODUCTION

In the history of sport, women's participation was considered 'unlady-like', and before the 1970's women didn't participate in sports. Today, we take for granted that both sexes participate in sport (Steven and Kelly B.S, 2012: xvi). Discrimination against women in sports began to be documented and regarded as a problem in the 1970s. Analysis of women's participation in sport shows a very low rate, caused by several situations, including: a socially-created culture, team management and sport and exercise programs for women are not taken seriously, and female sports teams often receive lower funding than men's teams. For example, in 1974 the budget for men's exercise programs was five times more than the budget for women; at university-level there is up to a 100-fold difference (Rinusu, 2006). This condition is also triggered by the level of bureaucratic barriers which prevent women from having the opportunity to excel in sports.

Other conditions show discrimination, such as the use of facilities and equipment, where newer equipment often goes to men, while women use old equipment. In addition, news and media coverage of women's sports are still lacking and unbalanced. Gender stereotypes exist in sports, especially in terms of appropriateness and propriety of exercise associated with the fulfillment of expectations, for example for women described by Koivula (2001), as follows; Sports changed from stereotyped as gender-neutral, feminine, or masculine based on conceptions regarding gender, gender differences, and beliefs about the appropriateness of participation due to gender. Sports labeled as feminine seem to be those which women allow participants to act in accordance with the stereotyped expectations of femininity (such as being graceful and non-aggressive) and that provide for beauty and aesthetic pleasure (based on largely male standards) (Steven et al 2012).

From the above, it can be said that, if the same opportunities were given to women to actively exercise, improved performance would occur equally with men. Another Important aspect is that, despite the hardships they may have had to endure, there have remained a good number of male and female athletes who have continued to break down the sex barriers in sports, because of whom, acceptance is growing.

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Increasing women's participation rate in masculine sport can be caused by many things. In America, the increase was influenced by several factors including, (1) the existence of new opportunities, (2) Pressure from the government in the form of title IX, (3) The women's movement, (4) The health and fitness movement, and (5) The reparagon sports figures. (Boserup 2007) Exposure points to-5 is very significant in increasing enrollment rates, where the female sports figures in masculine sports can be role models for women of all ages. These figures reinforce that exercise is an activity of mankind, not just for men only.

From a sociological review, women's participation in masculine sport can be viewed from two sides: First, that the experience of sport is not just for men. Second, to explain the traditional stereotypes about femininity, and female athletes experience which shows that sports participation by women in masculine sport is not normal. A socialization process occurs due to the participation of women in exercise, organized around the three basic main elements which enable the ongoing process of social learning, (1) the existence of social agents, (2) social situations, and (3) personal characteristics (Saavedra, 2005). It can be further explained that the first and foremost social agent in sport socialization is the family. It is hereby expressly stated that the involvement of families, in this context a parent (father as decision maker in a patriarchal culture) is an indicator in providing opportunities and deciding the involvement of children, particularly girls, in masculine sport activities.

To learn about the masculine sport participation of girls, Saavedra (2005: 5) said there are three categories of issues: "(1) Safety, (2) Competing Obligations, and (3) Gender and Sexuality. While Coakley (2003: 203) revealed that: fairness and equity issues revolve around topics such as: (1) Among women sport participation patterns, (2) gender inequities in participation opportunities, support for athletes, and jobs in coaching and administration, (3) strategies for achieving equal opportunities for girls and women.

Socialization Process

In this study, researchers examine child rearing practice by three social agents, families, teachers, and coaches. Child rearing practice would be more pronounced in self-care patterns of children compared with fathers, as they relate to close relationships or relationships that children receive as a natural effect. In addition, general cultural values inherent in Indonesia, the usual role of women in society is as a housewife, which makes the child closer to her mother than the father. Although many mothers have careers outside the home, the domestic role continues to be imposed on mothers, so the mother must assume two roles simultaneously. The role of mothering is still dominant, despite the fact that fathers and mothers should be equally responsible for their children.

Child rearing practice varies, dependent on each family, whether they apply a democratic parenting model (parents see obligations and rights equally); permissive (parents tend to give freedom to the child without providing control; or authoritarian (characterized as rigid, strict, punitive, with less sympathetic affection). Patterns of parenting are not always the same in every family or tribe and are strongly influenced by several factors, including: a) cultural background; b) education, 3) social stratification; 4) livelihood; 5) life habits; and 6) religion. Additional environmental factors, such as shelter, diversity of residents and concerned community kinship systems, will colour child rearing practice (Overman, 2012).

Care should be guided in child rearing practice, because children and teenagers often act according to their parents' nurturing. The nurturing process will build restrictions as part of children's lives. Parents throughout the process of parenting, clearly illustrate the pattern of thought that is actualized in the child's behaviour. Reasonable restrictions should be taught to children as early as possible. Cloud (Koivula, 2001) states that the younger the age of the child, the easier it will be to set the boundaries as norms. Thus it can be said that it is not what adults do, but how parents react, dodge, persuade, and neglect their children. Parents as role models may provide a key solution or trigger a problem in the eyes of their children.

The attitude of a person (social environment) will affect the child's behaviour. Parental attitudes influence the way they treat children, their treatment of children otherwise affects their children's attitudes and behaviour. If the attitude of the parents is supportive, the relationship of parent and child will be far better than if the parents' attitudes are not positive (Coakley, 2003).

The social environment develops children's behaviour, and the family is the first social environment which contributes to child development, including the formation of certain behaviours, such as aggressive behaviour, responsibility, cooperation and morale. Behaviours of this kind are needed in the development of achievement in sports. Thus it is important to condition the pattern of care in a family environment from all aspectsof parenting; educate, protect, nurture, and guide (Lincoln & Guba, 1985).

Athletes, coaches and the environment are the three aspects which unite to determine athletic performance (Coakley, 2003). The coach must be distinguished from a mere instructor, because the coach not only trains athletes to achieve, but also educates them to respond with appropriate actions, both within the club and in public. A professional trainer is expected to give birth to an athlete, not only as an individual who is a sportsman (elite), but also individuals in general who do sports activities, who value professionalism.

The club coaching process ultimately involves transactions conducted between the coach and the athlete, based on the authority of the coach and readiness to be fostered in the athletes (reference). This transaction is marked by the transfer of educational values, while the coach requires an understanding of complex physiological, biochemical, psychological and social aspects, as well as methodological information (Rinusu, 2006). "That is why a coach, is not just a sport instructor who conveys information or guidance to athletes on how to carry out the task of motion, but the coach is also a role model, teacher, counselor, educator, leader, in fact rarely the cast model for the athletes" (Baden & Green, 1994).

Socialization that occurs in schools is also a support to the student athlete. Support provided by school includes permission to leave school for game activity, motivation, provision of additional tasks including missed lessons, providing additional teachers, and even facilitating changing schools. The problem that occurs is that it is quite complicated to combine sport training activities and competitions with learning activities. Schools should provide special services to student athletes, who often leave school. In general, for schools in Indonesia, the issue of the division of time and support for student athletes can be resolved, although there are various problems in the solution.

Indonesian Cultural Value Socialization

The family environment is the basic and most important place to inculcate cultural values and, establish awareness about gender relations and gender norms, which continue from generation to generation (Baden & Green, 1994). Sometimes the process of transferring those values limits the opportunities available for family members, due to gender bias. The interaction between father, mother and child is a series of processes in an effort to develop children's personality, in accordance with the desired pattern. Behaviour of an individual is shaped not only by culture and her personal context with community members, but also by individual experience (Coakley, 2003). This means that the experiences gained from a series of development processes in the family, will be accessed in shaping the child's personality.

This study is closely linked to the cultural values, parenting, coaching and teaching to develop children into outstanding athletes, who have self-reliance, obedience, cooperation, morale, motivation and positive thinking. Overall, variables that are part of cultural value are transferred through a process of interaction between children and parents in the family, school, and club. The cultivation of cultural values in the family should intersect with the application of these functions and will have an important educative function which underlies almost all family functions, because of which, the function of education in the family is sought in the cultural value transformation process.

In many poor families, education investment focuses on boys only, while girls are expected to assist parents in carrying out housework (Rinusu, 2006). Gender-biased cultural factors still maintained by the family often position boys better, and as more valuable, than girls. Such conditions throughout each generation makes girls internalize this attitude, so grow into individuals who are shy and less assertive, resulting in an inequality to be able to develop in line with men, facing various obstacles and little opportunity. When the daughter becomes a mother, she will feel less capable of positively influencing her daughter, and thus continue women's poverty cycle.

Family is an autonomous body which has the power to determine the direction and purpose of the family itself. For households, the family plays an important role in shaping gender relations and is passed down from generation to generation. Households are the place where a number of important decisions are made, children are created and raised; choose work and pleasure; and select investments for the future. Thus the role and opportunities aimed at gender equality are, in fact, embedded in the family. Family fully determines the pattern of division of labor (role) and productive resources between girls and boys.

Talking about the importance of education for women in the book Women's Role in Economic Development, (Boserup, 2007) explained that "Women's education can eliminate the negative impact of economic development". That means education is able to bridge the problems faced by women in the world of development. In the economic field, for example, it can be said that an increase in educational opportunities for women will be significantly correlated to an increase in revenue potential, increasing aspirations in search of work, and being capable of changing the views of women towards the traditional roles of women, both as a child, mother, or wife and the world of work.

In the context of Indonesian education, female education is still not balanced. The quantity of girls who attend school is still less than boys. Although primary schools are approaching gender equalization, as revealed in research by Baden and Green (1994), the ratio of women and men is in the range of 49.18: 50.83. This data is furnished by BPS data in Indonesia and shows a universal level of parity between the sexes, but the education gap and traditional views of gender are more common in remote or rural areas. Review of gender disparity in education in Indonesia shows that government policy is needed in order to increase capability, meaning the existence of strong 'political intentions' are needed from the government, to take responsibility for addressing the backwardness of women (referring to the 1945 Constitution). There is a lag that occurs not only in education, but also in social, economic, and political development. If these conditions can be improved, then women will no longer be limited to the traditional view which enables or requires women to endure only a domestic role, but will be capable of acting to enable women to work alongside men in the public sector.

Increasing women's participation in the public sector, will have an impact on increasing the number of opportunities, including the increased prosperity that provides opportunities to invest the same in school regardless of gender, delay marriage, improved nutritional standards and life expectancy, decrease maternal mortality and birth, which is no less important than the traditional culture of women's roles. The higher level of education and labor force participation has also extended the transition period between school and marriage and family care. (Baden & Green, 1994)

The issue of gender inequality can be caused by several factors, such as the existence of different roles, low education level, differences in the distribution of income/revenue, and differences in health care visits or nutritional standards, pregnancy and giving birth, to life expectancy, as well as other social factors. Over all the indicators are generally based on societal culture that does not support women to participate in development. Rinusu (2006: 52) provides data from the UNDP report, showing that in some areas in Indonesia, the gender development index (GDI) and gender empowerment figures are still classified in the category bad, "only there are 5 areas that are categorized as high index of female empowerment, Salatiga 72.5, Ambon 71.3, Pematang Siantar 70.4, Denpasar 70.4, and Banda Aceh 70., while others are still below the number 70. "This data shows that none of the major provincial cities that represent equal gender empowerment."

2. RESEARCH PROBLEMS

Identification of some basic problems that can be revealed is the limited opportunity of Indonesian women in their daily activities, especially masculine sports activities, related to the problem of parenting, teaching, and coaching to increase participation. In general, the presence of women in masculine sport in Indonesia is still somewhat grouped 'second-rate' in comparison with men. Indonesia has a diverse culture as a rule of life, with often strong gender differences, so today Indonesia is still facing unresolved gender equality issues.

There are limitations on the role of women in the public sector as a result of male dominance, where the culture suggests that men are responsible for earning family income, while women are responsible for all work at home. Socio-cultural constraints cause the formation of social inequalities between the sexes. As a result, there are visible gaps in the fields of education, economics, health, nutrition, employment, remuneration, decision-making, politics, law, and more.

The prime issue in this study uses a Qualitative Research approach, which should be appropriate for research with the prospect that the interim analysis of gender equality is still likely to be pursued through a cultural and religious approach. The research question is: what is the role of the environment in increasing participation of women in masculine sport in Indonesia?

3. RESEARCH METHODS

The research was conducted through a qualitative approach with case studies, and a study to investigate, describe, analyze, project and give meaning to the data collected. In this context, Strauss and Corbin (2003: 8) reveal that this type of qualitative research include data's theorization, ethnography, phenomenology, life history and conversation analysis. While in the process of research in the field, researchers refer to "the conceptual frame work", with the intention that all the problems under study can be explored in depth with a thoroughness of understanding of the situation encountered. This data can only be revealed through a qualitative approach.

Data was collected from two family, school, and club athletes for about 6 months. Several groups were able to describe the situation and condition of the children during the process of sustainable development. This kind of practice for determining the subjects is called "serial selection of sample unit". Lincoln and Guba (1985:67) named it "Snowball sampling techniques", in which the sample unit or research subjects selected are more focused, aligned, and increasingly directed, also to search for meaning in the research focus. An illustration of such a process can be referred to as 'continuous adjustment or focusing of the respondent'.

Data collection techniques used in this study were observation, carried out through direct and indirect participation, and non structured interviews. The researcher, as a human instrument, before entering the field has a record of the various preparations, his feelings, his hopes and his views of himself as a key in making the data (Lincoln & Guba, 1985:193-194).

In the early stages of this type of qualitative research, a clear picture of the aspects of the problem to be investigated has not yet been determined. The focus of the research is developed while collecting data, in a process known as "emergent design" (Lincoln & Guba, 1985:102). To ensure the validity of the data in this qualitative study, researchers take measurements with four criteria, namely: credibility, transferability, dependability, and confirmability.

4. RESEARCH RESULTS

Socio-Historical Review

The first President of Indonesia, Soekarno, believed sport is a tool of complex multi-revolution and women are an important part in the revolution. Even though the rate of female participation in sports is not so high, from a policy perspective, women have an equal place to exercise. In the next era of national

development framework that evolved during the Soeharto years from 1966 to 1998, government policy was little changed. The original government was more dominant in sports management, managed by KONI (Indonesian National Sports Committee).

Opportunities to exercise are quite open lately, however, information obtained shows there has not been so rapid a development of women's sports as in the 1970s. In the case of football for example, when a female football began to emerge, such as Princess Priangan club in Bandung, people reacted quite hard against it. The reaction was more likely in terms of customs and habits in the expression of propriety. Similarly for the sport of wrestling, a negative reaction was experienced. Sudradjat Prawira Saputra, a former wrestler at the Asian Games in1962 and an adviser to sport organizations, explains that in the 1970's clubs in Bandung began recruiting female wrestlers, although the numbers were still small. As a first step, socialization was undertaken through an exhibition match. But the activity immediately drew criticism and rejection, and representatives of PERWOSI came to the First Lady, Tien Soeharto. A ban was delivered through the media. As a result of the ban, coaching wrestling among women stopped altogether. The void continued until 30 years later.

For some sports, especially masculine sports, such as weight lifting (the unit of analysis chosen in this study), Indonesian women find some obstacles to participation. Reluctance was coupled with concern women would experience changes in body shape, much like men. The success of female athletes at first relied heavily on high intrinsic motivation, such as the magnitude of the desire for a well-known person to improve the prestige. Around 1980-2000 the condition shifted; participation in exercise became driven more by extrinsic motivation.

Masculine Sport Athletes

The introduction of respondents as athletes in the sport of weight lifting, which is also assumed to be a masculine sport, was driven more by economic reasons. One respondent explained, 'My desire to excel in weight lifting originated from the economic crush on the family. My parents lived from agricultural products, while having 10 children. If I remember I have always been told to climb coconut trees for the cost of tuition or snack. But on the sidelines of the household chores, like taking my father to lift barbells he made from the cement blocks, which were always kept in the yard. I am very happy to do so because my father said, "if you can lift easily later may have merit, like your brother". The work of lifting the iron was my favourite, because it does not demand high skills. Simply lift it, just need power.

I started weight lifting achievements because I was invited by Mr. Maman (coach) to be trained to weight lift in Banjaran, Bandung, through information from his brother, Asep. I was delighted with the invitation, and without thinking, I was immediately willing even to move school (to Sukatani Banjaran Junior High School, grade 3). I felt very bitter about my economic situation when I was in junior high school, which prompted me to want to be trained by a coach in Bandung.

In a match, in case of defeat, I think it is the result of a lack of serious exercise. Then I always aspired to be more active in the next workout, usually accompanied by feelings of shame towards my coach. Whereas if I won, I was very happy, but the joy in my heart was not spoken out loud, maybe because I am quiet. Another is the seriousness of my tenacity to pursue a given training program. Every day I do not want to miss any programs.

From the data analysis, the researchers found that the support and the opportunities and encouragement from family, school, and the club is able to produce female athletes who excel in the field of sports achievements that contain the "image of man" (masculine sport).

Submission of Proposition

From the results of data collection, interpretation and meaning of data, researchers make several propositions to reinforce the qualitative results of this study, namely:

Proposition 1

Physical environment in the form of space and various other objects in the environment evoke sensation and perception, which can be responded to with a specific, consistent action, so for those children with the instinct to play, the more free space available to them means the physical potential to invite the basic action of spontaneous motion. Accompanying these conditions, successful experiences, which stem from the task of teaching or the suitability of motion task with maturity (maturity), readiness to learn (readiness) and levels of ability are elements that reinforce a positive self-concept.

Proposition 2

The emotional bond between young athletes and their parents, coach and teachers is the glue of trust, establishing long-term commitment and motivation to achieve success in sports coaching accomplishments. The school environment, along with all the elements of its citizens, is also a social environment that participates in building ambitions, as well as facilitating the process of coaching sports. The more coordinated mutual support based on emotional ties in all three environments, families, clubs and schools, the greater the opportunity for young female athletes to excel in sport.

5. CONCLUSION

The process of socialization of young women into sport during their childhood originated from three levels of environment. Environment at the micro level, ie family, which is an overview of the interrelation of a number of factors in a complex pattern of relationships. Patriarchal culture also embodies the sport of men (masculine sport), whereas the family environment (eco-family) are also influential to help shape the child's positive attitude towards sports woman from a young age, with the advent of the idol of siblings or other relatives.

Environment at the messo level, especially comfortable sports facilities, evoke a pleasant sensation for children to exercise. Macro environment plays a role through the media that shape a positive image of women exercising, following a public policy and legal foundation, which provides certainty for future athletes through the establishment of the award system.

The sum process of socialization in shaping the child, will be strongly linked to parenting, families, schools, and coaches as well as the surrounding environment, and the way these elements complement each other. All these conditions will raise the motivation of girls to a sports wrestling career, preserved in the next generation.

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