

## Student Value Orientations on the Physical Education Course at University Level

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### Abstract

The purpose of this study was to investigate the student value orientations in the Physical Education Course at University Level. The method of the study was descriptive study to find out the depiction of student value orientations on the physical education course. The participants of the study were 180 sophomore students (41 male students; 139 female students). The participants were students from non-sport study program who took physical education course. Value Orientation Inventory (VOI), was used as the instrument to collect the data. VOI consists of eight components, including ecological integration, fitness, games, learning process, movement, self-actualization, sport, and self-regulation. The results showed that the fitness component was found to be the major representative of the student value orientations (30%) in both male and female students. The learning process item was found to be the lowest orientation chosen by students (2%), while 39,4% of the students did not have a strong value orientation in any components. It concludes that the Physical Education course, as the compulsory course, should be conducted in a more fitness oriented activity.

**Keywords:** Fitness, Physical Education Course, Student Value Orientations, Value Orientation Inventory

### Introduction

Physical activity has a positive impact on the physiological function, psychological function, and cognitive function. Besides that, it is known that physical activity has an important role in preventing chronic diseases, such as cardiovascular disease, cancer, diabetes type 2, obesity, metabolic disease, mental disorder, and musculoskeletal disease (Apabhai et al., 2011; Batty & Lee, 2004; Berg et al., 2016; Berzigotti, Saran, & Dufour, 2016; Katzmarzyk, Church, Craig, & Bouchard, 2009; Lee et al., 2012; Telford, 2007; Wilmot et al., 2012).

The physical activity level would decrease from one stage of life into another different stage of life, particularly from the high school graduation phase to the beginning of university education phase (Curry, Jenkins, & Weatherford, 2015). The low of physical activity level is one of the risk factors faced by the students (Alfhaid et al., 2016). In Indonesia, the decrease of physical activity in college students is caused by the absence of Physical Education course, except for the sport and physical education majors. It would be a problem that we should overcome.

Considering the negative impacts of the low physical activity level of college students, some universities in Indonesia tried to provide Physical Education courses for the students, especially for the non-sport study program students. Physical Education becomes a compulsory course that the students have to take. However, the existed Physical Education curricula has not been established. Although Physical Education course has clear objectives and matches the students' interests, the teachers sometimes need to modify the activity to meet the students' characteristics, school conditions, and teachers' abilities (Ennis & Chen, 1995).

One of the problems that we need to concern is the students' characteristics, especially related to their expectation of the Physical Education course outcome. The students should have a value orientation of the learning objectives. The value orientation is a philosophy and an ideology that

becomes the foundation of a person's behavior since ideology is the interpretation of individual beliefs of an idea and value (Jewett, Bain, & Ennis, 1995).

Previous studies show that there are value orientation differences according to the student's faculty background and the student's study program related to the social and aesthetic values (Salbot & Flešková, 2008). It indicates that every student has a value orientation that is suitable with their beliefs, including in the process of learning. They expect to acquire a new knowledge that could help them to get a career that meets their interest. Therefore, it is critical to provide a study related to student value orientations on the curriculum or courses in the university, especially on the Physical Education course.

## Method

### *Participants*

Participants of the study were 323 students from six study programs who took General Physical Education course. The analysis result showed that only 180 data that fulfilled the criteria (41 male students; 139 female students). The participants were in the second year of the non-sport study program at the time the data collected.

### *Measures*

The VOI was used as the instrument to measure the students' value orientations which was adapted from the Teacher Value Orientation (TVO) (Jewett et al., 1995). VOI consists of five orientations, including ecological integration, learning process, movement, self-actualization, and self-regulation. Besides that, VOI was also developed by Suherman (2007) into eight orientations by adding sport, games, and fitness components. Each VOI consists of three questions divided into eight groups of VOI. The participants were asked to answer each question by arranging the priority order of the listed VOIs starting from the most important to the least important.

### *Data Cleaning and Analysis*

The obtained data were sorted before the data analysis conducted. The data sorting was conducted to eliminate data with incomplete answers. Moreover, if the respondents gave more than one level of answer in each category, the data were also pulled out. The VOI was scored based on the level arrangement arranged by the students. The component selected to be on the first level has the highest score (8) while the component selected to be on the lowest level has the lowest score (1). The score of each answer was summed up, then divided by the ideal score, and multiplied 100 until the VOI percentage of each respondent was gained. The percentage obtained was then analysed by SPSS software. The data analysis technique used in the study was cross tabulation to discover the percentage and the number of students who have strong value orientations in each component of VOI.

## Results and Discussion

The result of the study showed that 60,6% or 109 students had strong VOI, while 39,4% or 71 students had moderate until low VOI. It means that the majority of the students had a strong belief or motivation in the Physical Education course according to their orientation values. According to the result of the data analysis, the orientation values of the students were distributed on several VOIs.

Table 1 presents that 54 students (30%) have a strong orientation on the fitness value; 15 students (8,3%) have strong self-actualization value; 13 students (7,2%) have a strong orientation on self-regulation value; 11 students (6,1%) have a strong orientation on ecological integration value; 6 students (3,3%) have a strong orientation on games value; 5 students (2,8%) have a strong orientation on sport value, 3 students (1,7%) have a strong orientation on movement value; and 2 student (1,1%) have a strong orientation on learning process value. Meanwhile, 71 students (39,4 %) gain moderate to low value orientation. In other words, they do not have a value orientation on any VOI.

Table 1. Student Value Orientationson the Physical Education Course

		VOI									Total
		EI	Fit	Games	LP	Mov	SA	Sport	SR	NO	
Gender	Male	3	8	3	1	1	6	3	5	11	41
		7.3%	19.5%	7.3%	2.4%	2.4%	14.6%	7.3%	12.2%	26.8%	100.0%
		1.7%	4.4%	1.7%	0.6%	0.6%	3.3%	1.7%	2.8%	6.1%	22.8%
Female	8	46	3	1	2	9	2	8	60	139	
		5.8%	33.1%	2.2%	0.7%	1.4%	6.5%	1.4%	5.8%	43.2%	100.0%
		4.4%	25.6%	1.7%	0.6%	1.1%	5.0%	1.1%	4.4%	33.3%	77.2%
Total	11	54	6	2	3	15	5	13	71	180	
		6.1%	30.0%	3.3%	1.1%	1.7%	8.3%	2.8%	7.2%	39.4%	100.0%

Table 1 presents that, according to gender, male student group and female student group gain strong VOI percentage on ecological integration (7,3% vs 4,4%), fitness (19,5% vs 22,2%), games (7,3% vs 2,2%), learning process (2,4% vs 0,7%), movement (2,4% vs 1,4%), self-actualization (14,6% vs 6,5%), sport (7,3% vs 1,4%), self-regulation (12,2% vs 5,8%),and non-oriented(26,8% vs 33,3%). It concludes that, generally, male and female students have a strong orientation on fitness value.

The result of data analysis showed that, in general, the majority of the students had a strong orientation on the fitness value. It indicates that the students have a strong expectation to gain physical fitness through the Physical Education course. The result showed that the General Physical Education course in Universities should be conducted with the aim to improve students' physical fitness. Universities should arrange a Physical Education course for non-sport students that could lead them to improve their physical activity or health-related fitness.

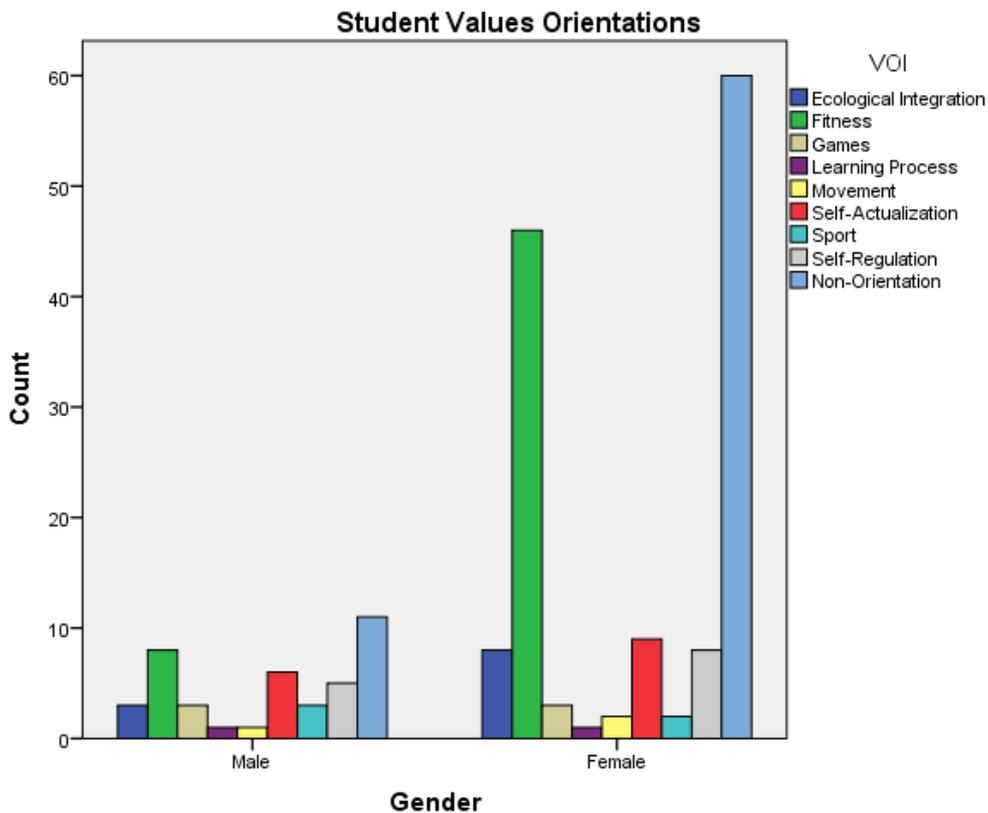


Figure 1. Students' Value Orientations by Gender

Without the philosophical structure of value orientations, the questions regarding what to be learnt in the teaching-learning program will only depend on the tools and the popularity of a sport

than the educational value, the student's knowledge, and learning materials(Ennis, Mueller, & Hooper, 1990). The results of this study showed that the values of objective achievement and rationalism are crucial for the students, especially for arranging Physical Education curriculum. The students should feel that they are learning something, not only intellectually doing something.

The value orientations of the students are considered as the main components from the psychology of personality structure that could integrate and refine other characteristics of the personality psychology, such as interest, need, motivation, desire, objective, and psychophysiology related to memory, thought, ability, and imagination (Akhmadieva et al., 2016). These processes are believed as foundations that contribute to and transform the personality value orientation of a person.

In taking a decision during curriculum arrangement, beliefs related to the student's condition, the importance of the learning material, and the role of school in society should be taken as the foundations(Ennis et al., 1990). Students' conditions should be one of the main orientations in arranging a curriculum for the students are the persons who cultivate the impact of the learning process. Teachers or instructors and the policy makers of the curriculum may not neglect the condition of the students. Learning materials should be suitable with the culture and the students' conditions, thus the students could get the benefits of their learning process for their future life in society.

It is important that curriculum can be accepted philosophically by the teachers and be consistent with the objectives of the education for the students. The implementation of the curriculum program that is contradictive with the value orientation will be an obstacle for both teachers and students in achieving their objectives. The conceptual framework of VOI articulates the role of values and beliefs of education on making curriculum-related decision (Ennis & Chen, 1993).

The background of the teachers is also believed to have an influence on their orientation values in teaching Physical Education(Suherman, 1998). Therefore, teacher or educator factor in teaching process becomes an important aspect to be considered. Policy maker, in this case University, should give a close attention to the value orientation of the faculties, so that the teaching learning process would be hand in hand with the objective of the Physical Education curriculum.

This research has several limitations, including the number of respondents. During the questionnaire distribution, the participants were not directly assisted by the researcher since the questionnaires were distributed through Google form, where the students were allowed to fill the questionnaire anywhere and anytime. Therefore, during the process, the respondents might have limited understanding on some questions. For that reason, it is expected that involving a larger number of participants in the future research is conducted to gain the representation of the research subject as a whole.

## Conclusions

The result of the study concludes that the majority of the students had a strong value orientation on the fitness component of the Physical Education course. This condition occurred in both male and female students. Therefore, the curriculum of General Physical Education course at University level should lead students to improve their physical fitness as the main objective.

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