

Physical Activity Experience Among Transnational Young People Living in New Zealand

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Abstract— Studies on youth physical activity have been growing out of the agenda to enrich literature thus far having been predominated by the epidemiological research. Epidemiological studies provide insightful knowledge about the youth's predispositions and competences for participating in physical activity. Despite the important contribution, epidemiological studies fail to take into account young people's lived experience regarding physical activity. This is especially true when more information is needed to look at their particular experience of social interruption as a result of transnational mobility. The current study sought to understand how youth make sense of life events regarding physical activity throughout the process of transnational mobility. More specifically, seventeen Indonesian youth participated in the interviews. Open ended interviews were conducted to specifically obtain their embodied experiences, lived experience of doing physical activity within contexts of different nationals. All recorded interviews were verbatim transcribed for further phenomenological analysis. Four themes emerged from the analysis including (1) physical activity within the Indonesian and New Zealand contexts, (2) comparison, (3) facilitators and barriers, and (4) adaptation. Their physical activity experiences intersect with home country historical backgrounds, immigration events, and acculturation processes.

Keywords: *transnational youth, physical activity, lived experience*

I. INTRODUCTION

Scholars have long paid attention to youth physical activity. Some areas of the literature have also reached conclusive information. For example, physical activity was influenced by gender, age, socio-economic status, race and ethnicity, neighborhood contexts [1]. Predominantly, literature is much loaded by information coming from epidemiological studies. These studies are valuable resources for those working to improve policy-making, develop programs, and carry out health related practices.

However, policy, program, and practices that are much informed by epidemiological studies may be at risk of missing other aspects of youth life such as their lived experience. In fact, epidemiologists tend to

overly conceptualize physical activity and youth in a narrow sense. Quantitative frameworks also prevail as dominant methods employed in those studies. In turn, it is unavoidable that such studies fail to take into account multiple dimensions of physical activity as well as the complexity of living young ages. Studying young people in terms of measurable variables could potentially reduce rich information derived from young people's perspectives. This is especially true when more information is needed to look at their particular experience of social interruption as a result of transnational mobility. The proposed study sought to understand how youth make sense of life events regarding physical activity throughout the process of transnational mobility.

II. LITERATURE REVIEW

A. Conceptualizing Physical activity

Physical activity is commonly referred to the movement of the body created by the work of skeletal muscles which makes energy expenditure [2]. Researchers and professionals generally accept this concept and use it in their works. Scholars criticized this conceptualization because it disregards the amount of energy expenditure of the activity [3]. They emphasized that those bodily movements should result in substantial increase in energy expenditure. By advocating American College of Sport Medicine, the authors also indicated physical activity as exercise. This type of physical activity describes improvement and maintenance at least one of physical fitness component through planned, strutted, and repeated bodily movement. Some other scholars from a critical perspective considered that the character of this definition is instrumental [4].

Despite its contribution to provide clear and measurable variables, this instrumental approach fails to take into account the multidimensionality of physical activity. At this point, the concept of physical culture is promising in a way that it focuses on physical activity as part of cultural practice. Researchers stated that physical culture relates to bodily practices informed by cultures in which the individuals live in [5]. The consequence of adopting the concept of

physical culture is any corporeal and functional aspects of the body including the forms of bodily movement. Another scholar suggested that using physical culture as a framework to study physical activity would cover forms of physical activity which, for example, consist of sport, physical recreation, and exercise [6]. For the current study, physical culture illuminated the wide range of participations from highly competitive, organized sports (sport club, youth league) to recreational activity (backyard games, jogging, biking).

B. Transnational Youth

Theoretical review on transnational youth begins with the conceptualization of youth. Scientific community tended to take for granted about youth as age categorization which usually any age ranges from 8 to 29 years old. Researchers on youth physical activity rarely define youth from a theoretical perspective. Exceptions include, for example, the works of Wright, MacDonald, and Broom [7].

When studying transnational youth, however, overlooking youth conceptually could risk missing information that enrich the portrayal of young people who experience transnational mobility. One important concept for the current study is the notion of youth as social process [8]. According to the authors, the perspective of youth as social process describes that age is actually a social construction by which individuals, institutions, and other element in society socially give meaning to being young. Since it entails process, the concept of youth implies that the social construction involves historical and cultural dimensions.

In terms of transnational youth, we considered that the research participants have been experiencing transnational mobility. Unlike the theory of migration focusing more on immigrants in their receiving countries, transnationalism looks at how immigrants maintain connection with their home countries [9]. This connection may either be explicit such as regular contact, financial remittance, home culture celebration of be implicit such as the use of their pre-immigration habitus in their migrating countries. Such conception helps the current study to investigate how their exposes to physical activity and their learned skills prior to immigrating might facilitate or hinder participation.

III. METHOD

The experience being focused in this study was physical activity. More specifically, it is the activity as experienced by young people with transnational backgrounds. We also claimed that our study had the element of phenomenological study but it did not follow any phenomenological procedure proposed by phenomenological methodologists. Instead, we use a phenomenological framework when we collected and analyzed data in a more flexible way.

A. Participants, Recruitment, and Settings

We recruited young Indonesians who have recently lived in New Zealand. This recent status was determined by their immigration generations. First

generation migrants are those who were born in Indonesia. We select participants who had migrated for at least one year to make sure that they have meaningfully experienced New Zealand culture. The second generation participants were born in New Zealand with at least one Indonesian parent living with them. We considered that Indonesian parents had important roles in raising their children with values, knowledge, know-how skills, habitual dispositions that reflected their transnational mobility.

Seventeen participants were recruited through access from our social network including Indonesians who were studying in local universities. Their age ranged from 13 to 19 years old. Parents were contacted first before we approached the participants. Informed consent were sought prior to the interviews. All families lived in Auckland, one of major cities in New Zealand. The city is multicultural with small number of Indonesians (less than 1%) made up the racial profiles.

B. Data Collection and Analysis

Data were collected through individual interviews. Two participants asked if they could do a group interview because they felt comfortable when they had friends in the conversation. Two stages interviews were designed to firstly collect information about their stories, personal biographies, and detailed physical activity experiences. The second stage included photo-elicitation interviews through which the researchers provided participants with 10 photographs. Most of the photographs were not directly related to physical activity. The participants then were asked to pick one photograph and shared why they chose it, what metaphor they created out the image, and how they described the meaning of physical activity metaphorically. All the interviews were recorded using digital voice recorders and verbatim transcribed for further analysis.

Data analysis began with transcribing the recorded interviews. Using a qualitative data analysis software, namely Atlas. tTe researchers read and reread the interviews to get the tone and nuance of the conversations. The next step included assigning codes to portions of the data which reflected participants' significant statements. Coding was performed openly resulted in a long list of codes. Some identical or similar codes were merged into one code to yield shorter and manageable list of codes. Several codes then merged again into categories. Themes were generated from these categories or merged categories. All themes represent participants' experiences regarding physical activity.

IV. RESULTS

The current study aimed at investigating the Indonesian youth's experiences of physical activity and the meaning attached to those experiences. The analysis shows themes such as (1) physical activity within the Indonesian and New Zealand contexts, (2) comparison, (3) facilitators and barriers, and (4) adaptation. The sections bellow describes the themes.

A. Physical Activity within the Indonesian and New Zealand Contexts

All first generation participants had physical activity experience in Indonesia. Despite limited time of visit, some second generations had also participated recreational physical activity. Couple of young people live back and forth several years in each country. They usually participated in non-organized activities. Examples included pick-up soccer and badminton that they did in neighborhood streets or open space. Basketball, volley ball, and badminton courts were generally available in school yards and accessible to those living nearby the school facilities. Some first generations in this study took advantage of these inconveniences. Second generation participants enjoyed activities in Indonesian beaches when they visited families.

Much of the organized physical activity was offered in schools. Physical education was a compulsory subject from first grade all the way to 12th grade. This means that participants experiencing schools would also have school based physical activities. Additionally, schools also offered extracurriculars for those interested in specific sports. Meetings usually were 1 to 2 times per week.

Some local government agencies provides community sport programs, but they were generally poorly managed. Moreover, the programs took place in the capital of districts or province in which transportation cost became an issues for those living far from the center. Most of the first generation participants, however, had once participated in one of these programs. Some small businesses served physical activity lessons where the youth took classes to learn skills.

Some professional sport clubs were managed by big, giant industry making them possible to survive and even take part of the athlete development. While couple of the research participants joined small clubs, none of them engaged in clubs emphasizing highly competitive sports. Some of them also considered that participation in such sport was expensive and unaffordable.

When the families started living in New Zealand, the first generation participants showed their surprise of vast array of physical activity opportunities. Most of them participated in non-organized physical activities including individual activities such as swimming, walking, jogging, skateboarding, skiing, and rock climbing. For example, Karina enjoyed walking around the parks as they were conveniently located nearby her apartment. She also regularly swam as she mentioned, "I swim last week I tried to go to the public swimming pool and swim every week every Saturday or Sunday in here because is indoor in here even though it's winter so is nice." Trio managed himself active by independently doing exercise. He said about his daily activity, "I do like some sit-up stuff. So I like to keep myself healthy and then I picked up my sister and then run at least like ten thousand steps."

The access to organized participation was gained through schools. In fact, schools played important roles in getting the youth engaged especially through physical education. The subject is considered a safe place for them to try new sports out. Physical education teachers also helped them learn new skills necessary to participate in physical activity they never played before.

Some of the youth continued to participate in medium pressure of organized physical activity within school settings. They enjoyed sport trial. Ahmat described the trial process in his school.

There is like one day, if you want to go there, everyone who wants to join. Then they call in matches, so like they call in your name for example, Jack, Matthew something and then they all go and then they have to play against each other and then they see your skills and what you lack in and stuff like that and they put you in teams. Like I said before, it's just for fun not really competitively but yeah there's obviously like some, like you know wanting to get into the team.

In addition, Trio considered himself as a friendly person. Despite he did easily make friends, he could take more social advantages by participating in social sports. He said, "I'm part of social basketball club. So like we make up a team. It's like five of us and then (unclear) different team, five of them and then we play socially." Purtauto took part in a social futsal club. He said, "I joined a social club, there are white people too, not only Indonesians. So, I play futsal for socialization."

However, there were a few of young Indonesians whose purposes to join the school club included competition. Novan played soccer for his school and enjoyed the traveling side of the competition. He said, "We played two times a week and practiced three times a week, and we competed in Hamilton too." Some other would seek to pursue victory. Anto proudly shared his team's accomplishment, "I played basketball and we won the second place last year. Then, I switched into soccer and won the first place in Western League." Imsa represented his school and shared his experience.

The last couple weeks uhm, I had like basketball tournament at Somewhere its about nationals but we not in like the highest grades so we like went like one down to the eighth grade and it was like too easy for us and we won easily uh bas-national championship for like Auckland Champ.

Lulu argued that the form of sport deemphasizing competitiveness and pressure could potentially be immigrant friendly. He shared his experience from interacting with peers who played social soccer.

We have this thing called social soccer so its for those people who just wanna have a fun time and like just chill out and um so like those people, I'm not in it, for those people who come and they just play for fun, those still play tournaments but

its not like very serious tournaments and having that encourages so many like people-especially those people who are not from New Zealand to play, to have some sort of mark in the school (Lulu).

Organized physical activity outside the school walls did not seem to be the participants' preference. Couple of the youth joined community sport programs. For example, Fafa took the opportunity of free access to the boxing club in her neighborhood.

I went, I think I went boxing. It was outside school. It's just like I'm in this event thing, like this club event outside school. It's a youth event. So it's like for children still in high school and we got free membership like to the gym or like this boxing. It's every Thursdays after school (Fafa).

Some other youth participated in sport club with clear purposes for skill development. In order to seriously learn about American football, Novan signed up in a paid program. He said, "That was American football team, it's another club. It's like sport schools in Indonesia, not an extracurricular. So we have to pay if we wanna join it." They also enjoyed programs that entailed competitions to test out their skills and measure progress. Genali said,

I love to swim so I got really good at it and when I was 9 or 10 I cant remember my mother put me into competitive swimming so I would do races, I would join the swim club and every once in a while and every once in a while we would go out to different towns and we would do competitive swimming; we would race. yeah so that was fun and I would go to swim camps and we would do some competitions.

Imsa loved competitions. On his account, competition was a way to prove his abilities. Representing his basketball school team and club, he competed three times a week. He showed an example about how he would prefer to be defensive when one verbally offended him and demonstrate superiority with the games.

This one guy just trash talked me and like, "bla bla bla" and I was like I'll be quiet and let the game speak. And then he broke his ankles and such and he started crying at the end of the game and we won (Imsa).

Another example is Genali' experience who liked the fact that her skills were contested in public. She rejoiced in the aura of mixed feelings resulted from the competition.

The atmosphere was so different like when you get up on the block, everyone is silent and like it was so crazy and then - oh my gosh I was so nervous and honestly like and when you're diving and you're swimming you could hear all the people, all like shouting and encouraging you and it's actually pretty good (Genali).

B. Comparison

Data showed young immigrant tended to compare physical activity in their home country and the new one. This was especially prominent among first generations who might not take New Zealand PA for granted. The majority of the youth agreed that New Zealand offered various opportunities to participate in physical activity. In Indonesia, the youth indicated soccer/football as the most common sport followed by badminton. Participating in physical activities other than those two sports did not seem to be immediate opportunities. Mukmin said, "There is a lot of people that play different sports like in my class there is people that play cricket, you know. Some people play football, a lot of them play rugby."

Participants also illustrated rich opportunities provided by their schools. In comparison to Indonesian schools, the youth now had more choices to try out many different activities. Trio described the outdoor-adventure education program in his school.

A week before like the school holiday but there's like, I don't know how you call it but you go out then you do some different sports. So like we do kayaking, you know with the boat like with the pedals, yeah. We do kayaking, we do rock climbing. Yeah it was pretty fun. So you get more confident like to do different sports. While like in Indonesia, I just like do one sport or two sports all the time.

Some of their comparisons indicated inferiority, especially when it came to resources. The youth commonly mentioned facility and equipment as having lower quality or standard for physical activity. Mukmin compared, "What I like about New Zealand, here like a lot of parks to play, just to pick around you know, and they're free. Because in Indonesia it's hard to find a real park where you can just play with friends." Convenient access to parks and the quality of environment facilitated Karina to regularly walk: a physical activity that she would not do in Indonesia.

I quite enjoy the fact that we can just walk around here. I don't have a lot of chance to do that in Jakarta. But in here yeah is nice to see there is a lot of parks for people to walk around and interact with a better clean air and things (Karina).

Additionally, participants also contrasted safety issues with regard to doing physical activity in public space. Anto described how sidewalks in New Zealand were spacious enough allowing him to safely jog despite there were many pedestrians. In Indonesia, few sidewalks might be used to jog but safety would be a concern. Anto said, "If you jog in Jogja, you're at a risk of getting hit by the motorists. They don't care if you're on the zebra cross. Here, there's special light for pedestrians. If you push the button, all the vehicles stop."

Other resources being compared included events that facilitate competition. Some of the participants stated that there was little chance to try out skills of sport they have learnt, even within the context of

social, non-organized sports. Window of opportunity was also small for those who were motivated to climb the ladder to the elite levels. Novan said, “But in here, you have choices. If you wanna be serious, you can go to soccer schools and go on the professional league. Or you can do the amateur league.” Trio played chess in Indonesia, but he never went to an event. In his new home country, the chess competition was instantly available as part of school physical activity programs.

C. Facilitators and Barriers

Data showed that the youth’s social networks played important roles in facilitating participation in physical activity. As newcomers to New Zealand society, the families played important role in facilitating Indonesian immigrant youth to participate in physical activity. Family facilitated the youth by instilling the value of physical activity as well as teaching the skills. Ambina said, “My parents keep asking me to stay fit and at least we go on the block sometimes and keep yourself fit and sometimes my brother cause my brothers plays soccer. Sometimes I play with him.” The family also promoted physical activity by providing resource to access lessons. Having not enough skills to teach swimming, Genali’s mother sent her to swimming classes and clubs. Genali said, “my mother put me into swimming when I was 5 years old because my best friend did swimming and my mum wanted me to learn how to swim, and I got really got at it.” Imsa was from a sporty family and he considered that his athleticism was a family heritage. He acknowledged, “I just wanted to play cause yknow it runs in the family.”

As the youth had been settled, peers became increasingly important in their decision. Most of the youth in this study stated that their participation in physical activity had been facilitated by their friends. This was especially apparent when accessing more formal, organized physical activity. Azka signed up for a lacrosse club because his Indonesian seniors asked him to join. “At first, some seniors in years 13—they’re Indonesians too—asked me to play lacrosse. Then I had played for three years before getting bored and do tae kwon do, now.” Fafa enrolled in a community club because she got influenced by, “One of my friends, my close friend, she is in the rugby team last year and this year too. They won like overall Auckland. She plays outside school too. She’s really good.”

Additionally, friends facilitated participation through peer socialization process. Karina frequently walked on the parks. Once in a while, she did it to conform with her friends. She said, “for walking the park sometimes my friend asks me to go with her so that’s also a good thing.” Niki took karate class considering it as a shared activity that could accentuate friendship. She said, “Well, me and my friend wanted to join it together. Because we both liked it.” Genali shared how physical activities helped to strengthen her relationship with her friends.

Data showed that the immigrant youth in this study tended to share similar barriers to physical activity

with other youth populations. For example, time had been considered as a major obstacle to participation. This was especially clear when they had to invest more time for school works. Niki stated, “Mock exams are coming up soon. So I’m quite busy trying to catch up with everything and I don’t have time to just go outside and like walk around and stuff.” Niki’s statement was typical in the data, especially among older participants. Additionally, aligned with the literature in adolescence physical activity, the youth in this study also stopped participating in physical activities because they became older. Genali explained, “I think I just kinda grew out of it. I just didn’t have the passion that I had back then, I think when you grow up you just suddenly realize you just don’t wanna do things anymore.” They considered that, at some point in time, their age was no longer relevant to play certain sports.

Analysis also showed immigration-related barriers. These barriers include expenses, language, skills, and physical capital. Most of the participants were from economically disadvantaged families. Some types of physical activity were not be affordable, especially the organized, competition-based physical activities.

I don’t know maybe, I wanna say there’s not a lot of opportunities to play I guess right now maybe there are not many opportunities to play. Maybe some equipment are expensive to buy, you know, especially here in New Zealand. Their currency a lot higher than in Indonesia (Mukmin).

However, some other youth like Novan made all necessary efforts to play American football considering that it was impossible to play the sport in Indonesia. He worked part time to support himself to join the club. He described the cost of playing the sport in Indonesian Rupiah, “American football is an expensive sport. The helmet is three millions each (around NZ\$ 300). That’s only the helmet.” However, the majority of the participants navigated themselves to access affordable physical activities. Karina searched on the internet about the swimming pool she could purchased the memberships at low cost. Now, she enjoyed swimming twice a week believing the price, “It’s okay less than I spend ten dollars for student.” Fafa took an advantage of the opportunity offered by a community-based boxing club. Before joining the club, she asked permission from her mother. Fafa stated that if it was paid membership, her mother “probably said “no”. But I know that won’t do it too, I don’t wanna pay too.”

Language was an obvious barrier for the youth to participate in physical activity. This was especially true for newly arrived, first generation immigrants. Fafa had been living in New Zealand for four years. She shared her story of the first few weeks of experience in New Zealand. She wanted to take part in an activity but language had prevented her. She said, “Language is hard. It was hard. But then I set up to have friends and they like teach. like help me to understand slangs.” Arrived about a year ago, Karina was still reluctant to join non-individual sports because

conversation with native English might be challenging. She said, "I'm personally found people here talk little bit faster." Another newcomer, Trio, rated that language was the first hurdle to participate, even before the skills necessary to perform the sports. He stated, "So like back in Indonesia, we all speak like one, like Indonesian language which I adapt to it and when I came here I want just speak English. So then I just adapt to it."

In fact, the youth tended to consider that having no skills held them back from participating the sports. When coming to New Zealand, the research participants' only sporting embodiment was the skills of sports commonly played in Indonesia. Since what prominent in New Zealand sports were different from the ones in Indonesia, their sporting embodiment was not instantly and conveniently executable in their new home. Some youth aspired to acculturate in New Zealand culture by learning the popular sports. However, they did not feel confident to even try because "I didn't have the basics in hockey" (Novan). He continued, "I feel not comfortable when everyone knows how to play, but me." He also observed that his late presence in the sport was not immediately suitable since the players had been very much skillful as a result of prolonged technical development. He explained, "People at my age here already focus on one sport. They no longer give it a try. So, if I wanna try, I need players at my level."

In addition to their sporting embodiment, the corporeality itself prohibited their participation. Mukmin was once interested in doing common sports in New Zealand. However, he considered that not only he had no skills for the sport, but he also admitted his lacking physical capital.

You know, rugby, basketball. I was thinking about rugby but no. Basketball, I might, but I don't think I should, I don't think I want to. It's not, I don't have the skills to do it and yeah I might not be tall enough or something (Mukmin).

D. Adaptation

Data The process of immigration involves cultural learning in which aspects of the new society are adapted. One of these aspects includes physical activity. Participants came to New Zealand and considered that new people around them were physically active. The youth socially learnt through observation, inspiration, and motivation as they were exposed in their new culture.

Some of the participants committed to physical activity because they got inspired by active New Zealanders. For example, Lulu said that his 80-year-neighbor used to be a firefighter, "so he's like, he's very active and now he would still get up on the roof and clean his gutters and stuff." Exposures to active society might be more intense for newcomers triggering curiosity to know more than merely observing around. Having resided in New Zealand since two years ago, Trio's observation of his peers brought about learning how to catch up with his peers' physical activity. He said,

We have like cross country run and most of this like my age and then like my size and they can run longer than me and then I just want to know like how they run longer than me. So then I just start researching and stuff.

Arrived in Auckland about a year ago, what Karina saw had led to actually motivate her to do physical activity. Some other participants also expressed their motivation implying the exposure to new culture had triggered them to try some aspects of it, including physical activity. Novan said,

I like sport since, when I was little. Here, I try sports that are not common in Indonesia. There maybe such sports there, but they are not available for kids at my age. Like rugby, only college students play it. And lacrosse, it's sport from America. I've never heard about it in Indonesia. Well, I've heard it before, but I actually play lacrosse in here. I always wanted to play American football since I was younger, but I can only start playing it here.

Adapting to a new culture could be more complex than observing and imitating their surroundings. Analysis showed that it took a process through which the youth stepped into the peripheral participation before eventually acquainted to some degree of mastery. Trio described his hockey first experience.

The stick looks like really weird and I don't know what does this stick look like, like this hockey stick. And then, it looks weird and I don't normally see this around in Indonesia and then not looks familiar and then when I start using it I use it like up side down. And then they taught me how to use I and then I just hit the ball for some reason, And then now, I don't know I play differently than before.

More specifically, meaningful participation in a new physical activity may require acquisition of the skills. Since physical activity skills are embodiment, they generally take time to develop. Certain forms of physical activity, such as games, also involve an array of technical and tactical mastery which underlies a game play. For participants of this study, adapting to their new physical activity was uneasy.

It was the first time I tried American football and lacrosse. Especially lacrosse, I had no idea at all about the sport at the beginning. I just started to learn here and I know how hard it was. So if many people say 'oh, that's easy, that's easy.' It's not that easy. I do that sport. Even only twisting the stick, you need skills for that. (Novan)

In addition to socializing into sports, the participants also used sport as a vehicle to assimilate in their new culture. For example, the Indonesian young immigrants tended to participate in physical activity as a way to develop their new social networks. This was especially prominent among male newcomers. Novan said, "I join my sports here to make friends. So, sports help me making friends. What is called? Sports really

help me learning the language, talking to people, connecting with others.”

Peer networking could also be developed by making the immigrant youth visible. Some of the youth in this study tried to excel in physical activities to help them with being visible in schools. Trio said, “So like if you cross the stage, all of these guys, the one who got certificate and then like oh yeah yeah I know you yeah. You get more friends from it.”

Physical activity does not exist in emptiness. Instead, its existence sustains within a culture and may represent a core value of a society. Aligned with this framework was Lulu’s perspective about rugby. The immigrant youth participated in this study tended not to take rugby as their physical activity. Some of the youth considered the sport was too rough for them. At some point, Lulu felt uncomfortable when pressure to conform the culture of rugby.

E. Comparison

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Other resources being compared included events that facilitate competition. Some of the participants stated that there was little chance to try out skills of sport they have learnt, even within the context of social, non-organized sports. Window of opportunity was also small for those who were motivated to climb the ladder to the elite levels. Novan said, “But in here, you have choices. If you wanna be serious, you can go to soccer schools and go on the professional league. Or you can do the amateur league.” Trio played chess in Indonesia, but he never went to an event. In his new home country, the chess competition was instantly available as part of school physical activity programs.

V. DISCUSSION

Transnational youth maintained connection to their home country in context of physical activity [10]. They stayed engaged in physical activity they previously participated despite the activities were culturally no longer visible. Meanwhile, their participation in the new place, specially new types of physical activities, reflected the process of cultural learning. Analysis showed that the beginning of their cultural learning was demonstrated by statements comparing physical activities in Indonesia and the ones in New Zealand. Additionally, there exist factors that facilitated and hindered physical activity participation. Despite all young people might experience similar facilitators and barriers, the ones faced by transnational youth are more intense [11]. Finally, research participants showed that they have been adapted to the new culture by using physical activity as their vehicle to go through acculturation process. In the similar vein, physical activity itself is the physical culture they would need to learn about.

VI. CONCLUSION

Youth physical activity experience is complex and multidimensional. This is especially apparent among those who have transnational experience. Their physical activity experiences intersect with home country historical backgrounds, immigration events, and acculturation processes. This complexity can be well depicted by using elements in phenomenological approach as it specifically focuses on experience and the constructed meanings.

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