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Active Lifestyle of Sport and Health Students:

A comparison of active lifestyle between university students in Indonesia and England

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***Abstract*—This paper aimed to identify active lifestyle of university students in Indonesia and England. A number of students from the Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, and students from the Faculty of Health and Life Sciences, Coventry University, England. Each faculty selected ten male and ten female students of every generation (from freshmen to senior year students) to fill out an adapted Brunel Physical Activity Questionnaire on Google Form. The questionnaire focused on pre-planned and unplanned physical activities. The results showed that most of the students in Indonesia had more pre-planned physical activity such as exercising in student sports club, joining a member of a particular gym, or regularly going jogging in comparison with students in England. This might be due to the fact most students in Indonesia majored in sport-related departments yet students in England mostly went to non-sport majors. The findings of the study could possibly be good recommendation for each faculty to re-formulate a curriculum supporting active lifestyle of their students.**

Keywords—active lifestyle; preplaned activity; unplaned activity; BLPQ

I. INTRODUCTION

In education, an active lifestyle is needed for students; ranging from primary to higher education [1]. Therefore, they need to maintain their physical activities to maintain their active lifestyle. Being students is believed to be stressful; they have to do the same work continuously with a load or work that is getting much more day by day. This is in agreement with a study stating that an active lifestyle has significant influence in the life satisfaction of students, especially university students [2].

Several studies have been conducted in relation to active lifestyle, either for people in general or specifically for students. In the case of active lifestyle, which is closely related to physical activities, for instance, Marques, Martins, Ramos, Yazigi and Carreiro da Costa assess the awareness of physical activity levels among adults and investigates the variables associated with different types of awareness [3]. They found out that more than half of their respondents had no adequate physical activities in their life. Furthermore, most of them are not aware that they need to do so. Another study by Henderson & Bialeschki entitled Leisure and Active Lifestyles: Research Reflections has been concerned with the rapid grow of obesity and cardiovascular diseases [4]. Thus, they try to highlight leisure literature that can be directly tied to active living. They agree that the literature contribution to active lifestyles include outdoor recreation, community recreation areas and facilities, time usage, barriers and constraints, and social interdependence. Apparently, the concern of obesity also hits Berntsen et al. as they research on a five-month guided active play in overweight or obese children [5]. Having analyzed the data, they found that the five months of guided active play was proven to be able to reduce weight of children with obesity (or overweight children). Nevertheless, the reduction seemed to be weak. It has also been revealed that physically active people have a lower body fat percentage that those with less physical activities [6].

Considering the importance of active lifestyles in the aforementioned studies, this study is trying to draw a comparison of active lifestyle between students of the Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, in Indonesia, and students of the Faculty of Health and Life Sciences, Conventry University, in England. Students coming from sport and health – related majors are supposed to be good living examples of health and active lifestyles. Thus, this study is expected to give valuable contribution for either institutions or institutions of such in other countries.

II. RESEARCH METHOD

A. Research Design

The study employs a descriptive ex-post facto since it does not give any treatment; it only captures what is happening.

What is happening in this study is the active lifestyle of students af the Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, and students of Faculty of Health and Life Sciences, Coventry University, United Kingdom. Specifically, the physical activities are broken down into two categories; pre-planned physical activities and unplanned physical activities. Furthermore, the design is a post-test group only. This means that there is no pre-test at all. What is taken into consideration is their final results of measurement of both types of physical activities.

B. Maintaining the Integrity of the Specifications

Participants of the study comprise students from Indonesia and those from England. From Indonesia, the population is all students of the Faculty of Sport and Health Education, Universitas Pendidikan Indonesia. Whereas, the population from England consists of all students from the Faculty of Health and Life Sciences, Coventry University. Students from both faculties are believed to be good representatives of healthy and active lifestyles. Thus, knowing their level of physical activity and healthy and active lifestyle is expected to have great contribution the other members of the faculty.

C. Data Collection and Data Analysis

The instrument used in this study is the Brunel Physical Activity Questionnaire (BPAQ) or sometimes called Brunel Lifestyle Physical Activity Questionnaire (BLPAQ). This questionnaire has been widely used in a global context to identify physical activities of a variety of people from different background. In this study, the questionnaire focuses on measuring two types of physical activities; pre-planned physical activities and unplanned physical activities. The questionnaire, which is originally in English, is translated into Indonesian language to be distributed to Indonesian students. The distribution of the questionnaire is done through Google Form so that students can access it everywhere they are.

Prior to the distribution of the questionnaire, there is a pilot study to validate whether the questionnaire is valid and reliable. In this phase, the questionnaire is distributed to representatives of each study program and each year at the Faculty of Sport and Health Education, Universitas Pendidikan Indonesia. To analyze the data, the programming from Google Form was used so that all the responses were turned into diagrams.

III. Results and Discussion

A. Pre-Planned Physical Activity

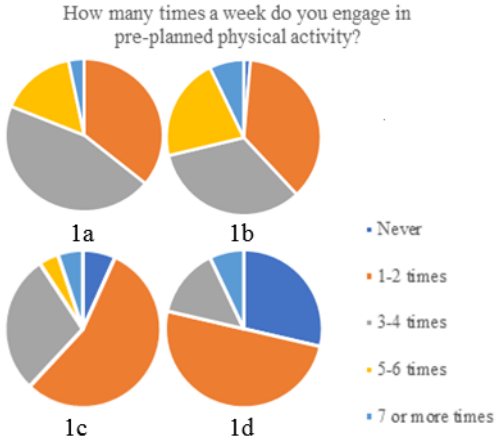

Fig. 1. Questionnaire 1 responses.

In the figures above, and in the other following figures, figures a, b, and c, are the responses from Indonesian students. Therefore, the questions and answers are written in Indonesian English. On the other hand, every figure d is written in English since it is the response for English students.

Figures 1a and 1b show the frequency of pre-plnanned pysical acitivities students of physical education have (Figure 1a is physical education for secondary education and Figure 1b is phyiscal education for elementary education). In the meantime, Figure 1c describes the frequency of pre-planned physical activities students of sports science have. From the figures, it can be seen that most of the students have once to twice physical activity a week. Most of studies prove that this frequency is actually good to promote active and healthy lifestyle [7]. Students in England, as shown by Figure 1d, share no difference in terms of doing pre-planned physical activity. Most of them (50%), engage in pre-planned physical activity for once or twice a week. As a matter of fact, this frequency is effective for physical activity in general [8].

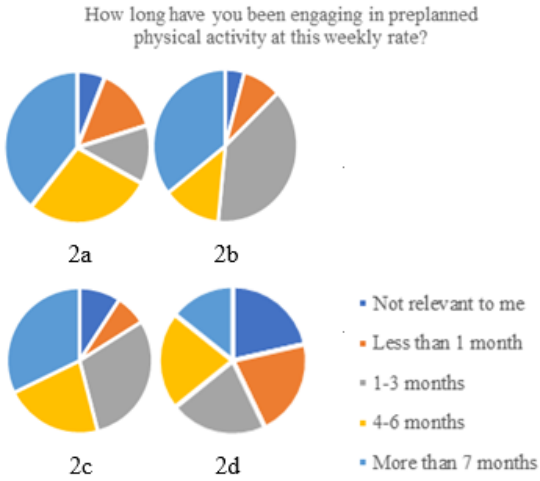

Fig. 2. Questionnaire 2 responses.

In total, most of the Indonesian students performing as respondents of this study have pre-planned physical activity for one to two hours a week (see Figure 2a, Figure 2b, and Figure 2c). Students from England showed no difference in this category (see Figure 2d). Most of them (35.7%) engage in pre-planned physical activity for one to two hours a week. For people in general, this duration might be too long yet for sport-related major students, this duration is actually in average [9].

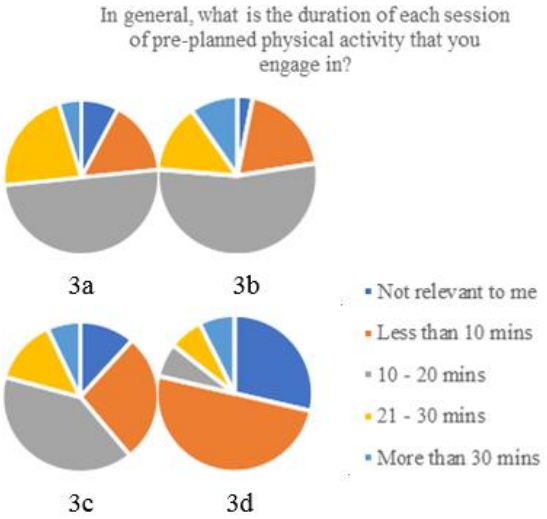

Fig. 3. Questionnaire 3 responses.

Figures 3a, 3b, and 3c, show the duration of pre-planned physical activity students from each major in the Faculty of Sport and Health Education, Universitas Pendidikan Indoneisa, have. From the questionnaire distributed online, the duration average for their pre-planned physical activity is more than 30 minutes in each activity. Studies show that this duration is considered effective to have active and healthy lifestyle, either for students or for people in general [10-12]. Figure 2d showed interesting data since the least answer lied on the "more than 30 minutes" duration. This might be due to the fact that the students in England performing as respondents in this study came from non-sport majors. In fact, this duration is actually effective for adults in general [13].

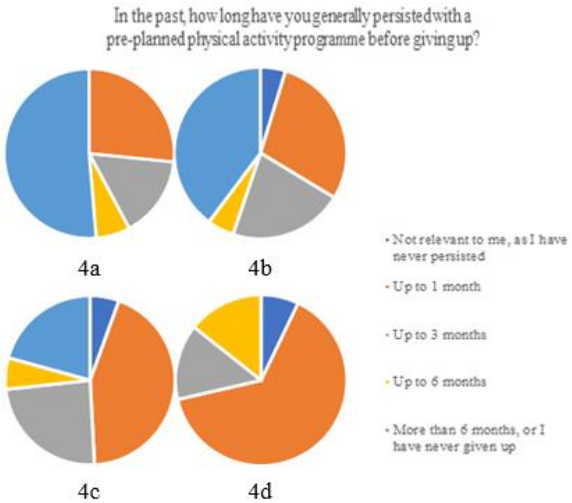

Fig. 4. Questionnaire 4 responses.

What is shown by Figures 4a, 4b, and 4c is the time span the Indonesian students have to maintain their pre-planned physical activity. Interestingly, physical education students outperformed sports science students in this case. Most of physical education students stated that they usually gave up their pre-planned activity after 6 months. Meanwhile, most of sports science students can only maintain their pre-planned physical activity for around one month. Students from England, as shown by Figure 4d, revealed significant difference. 64.3% of them could only maintain their pre-planned physical activity up to 1 month. This duration is categorized average as studies show [14,15].

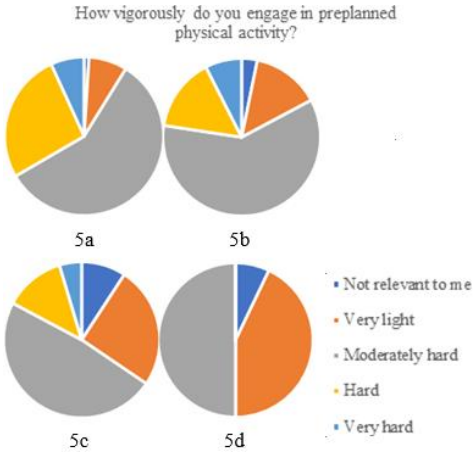

Fig. 5. Questionnaire 5 responses.

In terms of vigorousity of the physical activity, all Indonesian students from each department share the same opinions and experiences (see Figure 5a, Figure 5b, and Figure 5c). They stated that most of them have rather vigorous training and exercise whenever they have pre-planned physical activity. In this category, the English students also proved that they engage in a moderately hard pre-planned physical activity (shown in Figure 5d). In relation to this, a study shows that vigorous physical activity does not only have physical impact but also affective impact [16].

B. Unplanned Physical Activity

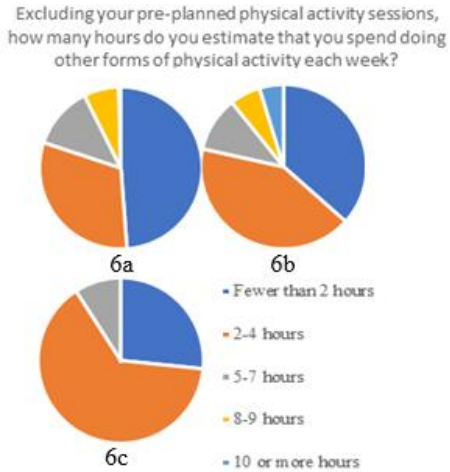

Fig. 6. Questionnaire 6 responses.

In terms of unplanned physical activity, most of the Indonesian respondents stated that they have it for less than two hours a week. Thus, in total, most of the students do physical activities (preplanned and unplanned ones) for at least three hours a week. The English students, on the other hand, engage in unplanned physical activity more often. 64.3% of them do this for two to four hours each wee. A study proves that this duration is actually effective to promote an active and healthy lifestyle. This study even shows that physical activity is also good for mental health [17].

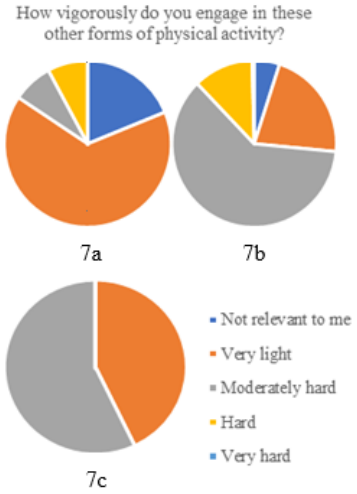

Fig. 7. Questionnaire 7 responses.

In terms of how vigorous the Indonesian students are involved in other (unplanned) physical activities, it is shown that most of them did it in a rather vigorous one (see Figure 7a, Figure 7b, and Figure 7c). In this case, the English students share the same opinion. Most of them, as shown in Figure 8c, also do moderately hard unplanned physical activity. However, we cannot judge whether vigorous or non-vigorous physical activity is effective for students or other people since it actually depends on any other factors [13].

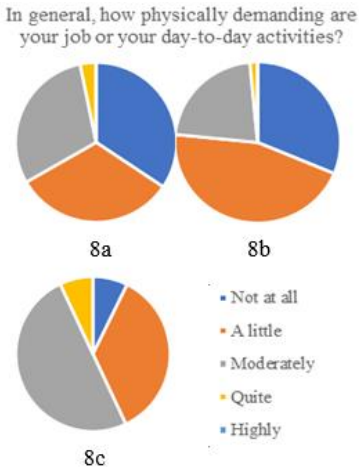

Fig. 8. Questionnaire 8 responses.

Figures 8a and 8b show how they think physical activity damages/ disturbs their job. As expected, the least answer is disturbing. However, what is interesting is that some of coaching education department students think that it actually disturbs their work a little bit. This fact needs further investigation since people will think that for them, physical activity actually supports their work, not the other way around. However, this is such a common phenomenon since a study reveals that the perspective of physical activity in relation to their work is not entirely influenced by their professions [18]. In relation to this category, the English students showed the same results that most of them think that their job moderately demanding.

Another study also reveals that most of their respondents started to enhance their awareness of the importance of physical activity by starting to do more. For instance, they change their habit of going to work, from driving their cars or having public transportation to riding their bicycles or even walking to the office. They think that this is time-efficient and physically-effective at the same time. In relation to curriculum, there are a number of references share the same opinion that the current curriculum needs to promote the so-called active and healthy lifestyle. A study proves that having curriculum putting the importance of active and healthy lifestyle in secondary schools is important and will have impact for the university level [19]. Furthermore, another study emphasizes that a good physical education curriculum is one promoting lifelong active and healthy lifestyle. Therefore, there needs to be a long-term effect of the active physical activity, either preplanned or unplanned [20]. In regards to data from England, we are not able to show them yet since the co-researchers from England, particularly from the Faculty of Health and Life Sciences, Coventry University, are still processing the data. Once we receive the data from them, we are going to revise the report by adding the data from England and discussion of the data comparison.

IV. Conclusion

This study showed that in general, students of sport and physical education – related students have good pre-planned and unplanned physical activity. Most of them spend one to two hours a week for exercise. However, the variation lies on the level of their exercise. Some of them have vigorous exercise while others only perform moderate physical activity. What is most interesting from one of the findings of the study is that most of the coaching department students can only maintain their pre-planned physical activity for a month. As a matter of fact, students of physical education programs have longer span; six months. This is ironic yet interesting to study at the same time. Ideally, students of coaching education department should have longer period of physical activity because they know more about training and exercise. It is expected that the results of this study can be consideration for curriculum development, particularly that in higher education. Faculty of sport, health, and physical education should be able to be one promoting active and healthy lifestyle of their students; one of which is by giving a good example of having effective physical activity, both pre-planned and unplanned ones.

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