

# Woman and Sport

## *Attitude towards Physical Education*

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**Abstract:** The purpose of this study is to describe female students' attitude towards physical education. To achieve this purpose, the study used a descriptive method. The samples were 89 eleventh grade female students at five vocational high schools. Data were obtained through an attitude questionnaire, which described readiness to act, feeling reaction, and behavior. It was concluded that female students displayed low attitudes towards physical education activities. It was obtained a percentage of 39.72% for readiness to act, 33.85% for feeling reaction, and 26.43% for behavior.

## 1 INTRODUCTION

Physical education can develop an individual's psychomotor, affective, and cognitive domains. Physical education requires students' readiness to be actively involved in it. Physical education involves movements that can cause a change in students' physical fitness. According to Rusli Lutan (2001:1), "physical education is basically a process of movement learning and learning through movements." Even more, physical education is an education through physical movements. It requires an impulse for female students to make movements in the process of physical education so that they can enjoy the process. It also requires readiness in perspective, of feeling, and to act. Adang Suherman (2009) states, "... female students' attitudes towards physical education is an indicator of successful implementation of physical education in schools."

The case is that female students do not display readiness to actively participate in physical education in schools. This unreadiness implies their unseriousness in physical education that can lead to low achievement in physical education. At a bigger scale, this leads to a lack of women's participation in national and international sports championships. Journal (2015) noted that as many as 385 female athletes participated in the 1948 Spring Olympics, 42% of 11,028 athletes participating in the Beijing 2008 Olympics were females, 40% of 2,500 athletes

participating in the Turin 2006 Winter Olympics were females, and 44% of all athletes participating in the 2015 Olympics were female. Female students' attitude towards physical education today does not display their readiness and awareness of objects they see. Alex Sobur (2003) suggests that an individual's attitude is an accumulation of experience, observation of various attitudes, and imitation of others' attitudes. It is an individual's readiness to act based on what he feels about particular objects.

According to Raj and Silverman (2007), student attitude is one of supporting components of physical education. They also suggest that student attitude will begin to decline at senior high school level. Student attitude is actually a reflection of their prior experience during previous learning process. A study reveals that a student's musical experience will affect his motivation and attitude in learning music ("Recitals, Motivation, and Student Attitude toward Private Music Study," 1987). Any action taken is initially based on a person's readiness to act (Estrada-Vidal and Tójar-Hurtado, 2017). Jalsh and Jaspán (1990) suggest that one of facilitating factors for students to gain learning experience should be equipped with students' needs and readiness to begin the learning. According to Al-Qahtani (2016), basically health students show satisfactory readiness and positive attitude towards interpersonal learning process. Martín-Ramos, et al. (2017) said that peer-instruction approach could indirectly affect students' attitude towards instructional materials. Referring to

the aforesaid findings, it can be concluded that student attitude plays an influential role on learning achievement. Chung, Min-Hau, Phillips, D Allen (2002) suggest that male students showed more positive attitude than female students do. According to Wold (n.d.), both male and female students still show positive and consistent attitude at the ages of 13-16.

However, this study focused on describing female students' achievement of every component of attitude. Put it another way, the objective of this study was to describe female students' readiness to act, feeling reaction, and behaviors during physical education class at senior high school level. To this end, this study employed a qualitative survey. All participants were given attitude questionnaires.

## 2 METHODS

This study used a descriptive survey method. The samples were 89 eleventh grade female students at five vocational high schools including SMKN 1 (public vocational school 1), SMKN 2, SMKN 5, SMKN 12, and SMKN 15. The sample size was determined with reference to Taro Yamane's formula (cited in Akdon and Hadi, 2005:107). Data on female students' attitude were obtained using questionnaire which represented attitude subcomponents; i.e., readiness to act, feeling reaction, and behavior (Gerungan, 2004).

## 3 RESULTS AND DISCUSSION

It was obtained a percentage of 39.72% for readiness to act, 33.85% for feeling reaction, and 26.43% for behavior. This means that female students displayed low attitude towards physical education provided by the school. According to Bullock and Alden (n.d.) there are many contributing factors to these female students' low attitudes such as gender segregation during physical education activities, unequal physical activity provision between female and male students, teacher's incompetence in managing the class. 21.5% female students expressed their dislike towards physical education because the activity has been too formal, 71.4 % said that they did not like physical education because the class was scheduled late in the afternoon. Constantinou et al. (2009) suggest that the most important thing is to ensure safety and comfort in order for female students to actively participate in physical education. It is

necessary to provide a range of movement learnings that are associated with adult physical activity in order for the female students to show positive attitude (Sb and Education, 2007).

Gerungan (2004:159) says: "Attitude is a tendency to act in accordance with the visible object seen, or it can be said that attitude is a willingness to perform a particular activity." The success of physical education teaching and learning process is influenced; among others, by female students' attitudes. Adang Suherman (2009) states, "... female students' attitudes towards physical education is an indicator of successful implementation of physical education in schools." The better female students show their attitudes, the better the process of physical education in schools. Female students' interests in the lesson will affect the whole process of physical education provision in schools.

## 4 CONCLUSIONS

This study has provided a detail description of female students' attitudes towards physical education in terms of three attitude components: readiness to act, feeling reaction, and behavior. It was revealed that vocational school female students in Bandung displayed low attitudes toward physical education in schools.

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