

LECTURERS' PATRONAGE AND INTEGRATION OF MORAL VALUES IN SPORT PSYCHOLOGY LEARNING AS A MEANS TO BUILD STUDENTS' OBEDIENCE AND HONESTY

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Abstract

This research is aimed at identifying the impacts of lecturers' patronage and the implementation of moral values in sport psychology subject toward the students' obedience and honesty character building in Physical, Health, and Recreation Education (PHRE) study program at Faculty of Sport Science (FSS) of Yogyakarta State University (YSU). To achieve the objective and provide clearer direction, this research was conducted based on lesson study framework. The actions which were used to solve the problem were performed by developing sport psychology lesson plan containing moral values that the lecturer presented during learning process and the lecturers' patronage through coming punctually and discipline in providing the lecture. The targets involved in the study were the 5th-semester students of class A of PHRE study program attending the sport psychology course. The result of this research indicates that the lecturers' patronage in terms of providing examples, i.e. coming punctually in teaching the sport psychology class is able to improve the students' obedience, i.e. being punctual in attending the lecture or not being late in attending the sport psychology course. Moreover, the lecturer who integrates moral values during the lecture of sport psychology subject is able to provide impact on the students' honesty character building, i.e. honest behavior or not cheating during examination.

Keywords: lecturer, patronage, character, obedience, honesty, students

1. Introduction

In college, lecturers play very important role for their institution advancement. This fact has been realized by them for long time. It is indicated by their individual efforts in order to force them to have competence and become experts in their field, and also be responsible to carry out their main job description which is teaching. However, it has been becoming a public secret that many lecturers ignore their teaching assignments. Even the Chief of Indonesian Legislative Assembly in a workshop in the University of Indonesia (UI) by theme 'College's Future in Indonesia' states that many lecturers in college concern more on the projects they are handling, so that it subtracts their critical mind (Tirta, 2012). On the other hand, Boyer (1990) states that the emergence of various university researches creates a situation in which material and research subject findings as sources of knowledge become more important for the lecturer than spending their time to educate their students. Thus, teaching process becomes the second priority for most lecturers. Eventually, their focus is more directed to what they teach, not for how to give knowledge and learning for

students, so that teaching students is often placed to a very low priority (Wilshire, 1990).

Meanwhile, it is not easy to involve community members of college in a serious discussion about the importance of giving education towards students that can develop not only strong knowledge basic, but also skills required in decision making about morality as a foundation of future life in society. Most lecturers individually recognize the how a strong character is important to be possessed by student. The question is 'Why do not the lecturers support their students' character building and development in an open manner and why do some of them even show the converse behavior?' That question seems like a simple question, but actually, its root is deeply embedded to the question 'Do the college management, the dean, and the chief of the study program recognize the essence and important meaning of building students' character as a main part of education goal in college?'

Sometimes, the activists of character education ignore college management's restrictive reason so that it makes them seem always in a contrary manner with the college's main goal. On the other hand, the activists' enthusiasm towards character education and

college management also ignores the chance to discuss about the conviction of the importance of character education. However, by starting such a dialogue in a democratic academic community, filled with mutual understanding and consensus, then long-term changes can be achieved. This move is the best way to take in order to make sure that character education can be conducted in permanent and more pervasive ways.

The main objective of education in college is that education should be shown to develop all aspects of individual students in total. The fact is that it is no longer seen as the main purpose of college, particularly what is happening in the research university, even higher-education institutions producing educational teacher (Institute of Teachers Education). Ellen Condliffe Lagemann (2003), the Dean of Harvard Graduate School of Education argues that the latest report mentions education in universities lately has become more focused on the technical and professional education compared to the era of the 1970s. Furthermore, he states that the students are more narrowly focused on the 'vocational preparation' (Lagemann, 2003). In many places and for a while, the college has failed in its mission in providing education to students who are able to 'set the guilt on themselves' or being honest, give empathy towards others, and to be good citizens, and being effective as well as being able to prepare each student to 'participate in defining and dealing with the issues in his day' (Lagemann, 2003).

In Indonesia, such phenomena also occur in teaching profession. Many lecturers fail to carry out teaching assignments. On the other hand, many of them come late to teach and easily leave the teaching assignments without any obvious reason, so do the students. Many students who arrive late to the class will disturb the lecturing process. In order to regulate and prevent such bad behavior performed by the lecturer in future, good model and systematic resolute action from college policy maker are required. This is a challenge in the context of formal education today in which the education movement of the students' characters is emphasized more at primary and secondary schools, while the focus of the character education in college seems lost (Berkowitz & Fekula, 1999; Joseph & Efron, 2005). According to Ray and Montgomery (2006), the character development in college needs commitment at every level or element of college. Kamm et al. (2003) confirm that 'Research has demonstrated that effective character education requires knowledge, interest,

and commitment from the leader as well as others involved in the educational efforts.'

The success of implementing character education has to be supported by all elements of college together. It means that if we want to build students' character, the lecturer, as one of the basic elements of college, must be integrated and become the role model on well-behaved teaching in the classroom as well as campus behavior in general. During the actual lecture process, the example and behavior shown by the lecturer have a very central role in efforts to shape students' character. Until now, however, there has been no study of the authors' knowledge about the systematic efforts made by a lecturer in building character through student coursework. On the other hand, the lecturer directs the students more to enhance knowledge during coursework process, regardless of the aspects of character development. Hatten et al. (2001) confirm that one of the main problems nowadays is the lack of educators who teach ethical behavior towards their students.

Starting from the background, this research reveals that the extent of lecturer's patronage and implementation of moral values during the lecture of sports psychology can improve students' obedience and honesty character. Sports psychology was the object of this research because the authors are lecturers of this course. On the other hand, the development of the current learning model has rapidly advanced. Many colleges have executed changes of their learning process from teacher center model to student center. However, in the real process, not all of those colleges conduct learning process referred to student center model. It also occurs in sports psychology learning process. Based on those explanations, the problem is formulated as follows: can the lecturers' patronage and implementation of moral values during the sports psychology lecture shape students' obedience and honesty characters? Therefore, the goal of this research is to find out the impact of lecturers' patronage and implementation of moral values in sports psychology lecture towards students' obedience and honesty character building.

2. Method

In general, the objective of this research was to find out the impact of the lecturer's patronage and the implementation of moral values in sports psychology lecture towards obedience and honesty character building of PHRE study program students in the Faculty of Sport Science of Yogyakarta State University. In order to achieve this objective, the approach of

lesson study design was employed with the research approach stages as follows:

2.1 Arranging learning plan

In this stage, the planning of sports psychology learning was arranged. It contained the action planning of responsibility, discipline and honesty moral values which would be integrated to the lesson by the lecturer in order to improve, enhance, or modify students' behavior and attitude in terms of obedience and honesty characters. The steps undertaken in the planning stage included (a) establishing material/ topics of sports psychology in which the moral values would be included, (b) establishing students' attendance sheet/ list, (c) setting out the students' actions that should be observed by the observer; (d) explaining the observer in detail about the moral values that should be observed when the lecturers were teaching, (e) arranging the learning plan of sports psychology subject integrated with moral values; (f) compiling the learning scenario of sports psychology course with moral values, (g) arranging and explaining the observation sheet to assess students' behavior during lectures and exams to the observer, (h) setting out the measurement tool used to reveal the aspects of this compliance character using observation sheet of student attendance list; (i) explaining the observer about the implementation indicators of moral values that were injected by the lecturer during the learning process, (j) determining and explaining the observation sheet for lecturer's activities in order to implement sports psychology learning which included moral values.

2.2 Carrying out action and observation (do)

This stage contained activities that should be conducted by lecturer (researcher) in improvement efforts, i.e. the occurrence of changes in desired student's behavior, which is, having adherence and honesty characters. Other lecturers served as collaborators observed the actions taken by the lecturer serving as the researcher. There were two principal stages carried out by the lecturer in this action: (a) the lecturer served as patronage, meaning that the lecturer had to be discipline shown in the punctual presence (at least 5 minutes before the admission/ bell ringing, the lecturers had to be already in the class), (b) the lecturer served as the researcher who had to integrate moral values; namely honesty, trust, justice, respect, and responsibility; they all were included during the eight times face-to-face meeting of Sport Psychology course. Each moral value was delivered in one meeting respectively. At the

beginning of the lecture (inaugural lecture), the lecturer explained the behavior codes in sport psychology coursework, one of which was setting out a commitment about the attendance in the lectures. The agreed commitment was the consequence of students' right to leave the courses which would be prevailed if the lecturer came late to the class (empty course would be replaced in other day), and conversely, if the students were late, they would be prohibited to enter the class.

2.3 Reflection (see)

In this stage, the researcher and collaborators reviewed and investigated the results or impacts of the actions taken together, then discussed the observations result to determine and assess whether in the implementation of that learning process, the teacher served as patronage in term of arrival punctuality and whether the moral values had been included appropriately during the instructional activities in the courses of sport psychology. This discussion result served as an input for improvement in the next meetings.

2.4 Observation and data recording during the course

Observation and data recording were conducted to assess whether the action conducted by the lecturers or students could run smoothly or not. Thus, there were several types of observation and recording conducted, listed as follows:

2.4.1. Observation on lecturer's teaching performance

During the implementation stage, the observer conducted observation towards lecturer's activity (researchers) for eight-time face-to-face meeting with the use of the observation sheets which had been prepared. Observations were carried out to find out whether in the implementation of that lecturing process, the lecturer could give patronage in the form of always coming on time and also conveyed moral values of responsibility, discipline and honesty in the right manner.

2.4.2. Observation on students' behavior

To find out the impact of lecturer's patronage and success in embedding those moral values towards the character changes of students' obedience, thus, students' behavior was observed during a lecture process conducted by a Professor (researcher). Moreover, to find out students' honesty character, the situation during midterm

was observed to know whether the students cheated or not.

2.5 Data collection and analysis

After the data were collected, the next things to do were collecting and analyzing data and observations from the data entry field. Based on the data collecting techniques and tools, as mentioned above, the data analysis techniques used were as follows: qualitative analysis, as for the steps of data analysis to be performed were: (1) after the data were collected, the data reduction through encapsulated field reports were conducted by the researcher; (2) the data were then arranged systematically based on the categories and specific classifications; (3) the data were displayed in the form of table; (3) cross site analysis was arranged; (4) the findings of the study were presented, and conclusions were

drawn in the form of a general trend of sports psychology learning implementation conducted by the lecturer.

3. Results

3.1 Students' obedience character

Students' obedience character refers to students' behavior to be punctual in each meeting (never coming late) for attending sport psychology course. The emergence of this character is an impact from lecturer's patronage behavior which is discipline behavior shown during the eight-time meeting of sport psychology course.

Table 1 shows students' attendance data during the 8 times meeting of sport psychology course.

Table 1. Students' attendance on sport psychology course

Meeting:	Total students	Students' attendance			
		present		late	
		f	%	f	%
I	29	26	89,66	3	10,34
II	29	27	93,10	2	6,90
III	29	27	93,10	2	6,90
IV	29	28	96,55	1	3,45
V	29	28	96,55	1	3,45
VI	29	29	100,00	0	0,00
VII	29	29	100,00	0	0,00
VIII	29	29	100,00	0	0,00
average	29	27,875	96,12	1,125	3,88

Students' attendance during the eight times meeting of sport psychology course as a

reflection of students' obedience is visually presented in a diagram in figure 1 and figure 2:

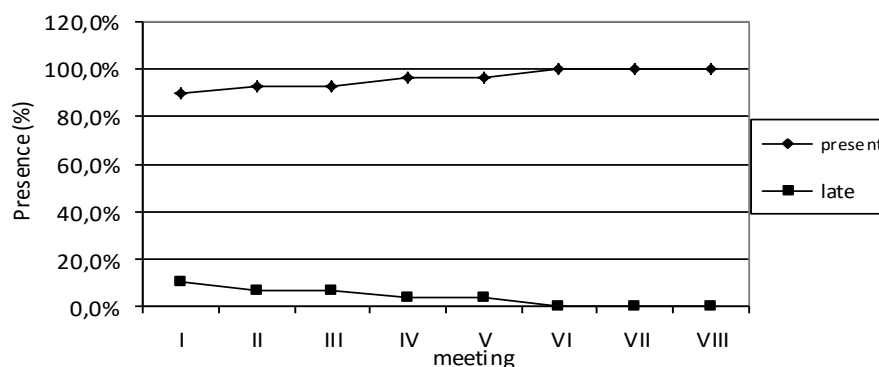


Figure 1. The percentage of students' presence and lateness

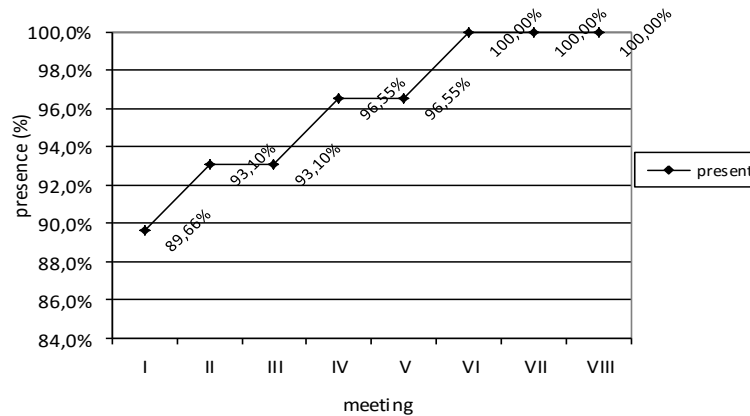


Figure 2. The percentage of students' presence on sport psychology course

Based on the both diagrams, it is indicated that students' presence on sport psychology course from the first meeting until the eighth meeting has increased. It means that presence percentage of punctuality has increased from the first meeting until the eighth meeting, and even their presence on the sixth, seventh, and eighth meetings are 100%. It also indicates that students' obedience character has increased.

3.2 Students' honesty character

In this study, students' honesty character means students' behavior for not cheating during the midterm test. Based on the result of observation towards 29 students' behavior during the midterm exam, it is noticed that there is no student who cheats. This behavior reflects that the students have honesty character. The emergence of students' honesty character is an impact of lecturer's behavior who always integrates moral values during the eight-time meetings of sport psychology course. It means that when the lecturers are teaching sport psychology course, they always include moral values namely (1) honesty, (2) trust (3) justice, (4) respect, and (5) responsibility in the course

4. Discussion

4.1 Improving students' obedience character

The result of this research indicates that the students' obedience character reflected on their presence of being punctual in attending sport psychology course is an impact of the lecturer's exemplary behavior of always coming on time to the instructional activities. It means that the improvement of students' obedience character cannot be separated from the role of the lecturers' punctuality to teach. This patronage has an

influential impact towards the changes of students' obedience character reflected in their presence of not being late to attend sport psychology course. This fact strengthens a well-known proverb on education field that says '*guru kencing berdiri, siswa kencing berlari*.' The proverb insists that all teachers' behavior will be imitated by their students. Good behavior demonstrated by an educator, either it is a teacher or lecturer, will give a positive impact towards their students' behavior. Hatten et al. (2001) confirm 'In this case, however, I am convinced that "ethics" is primarily a matter of positive role modeling. Quite simply, "good" teachers produce "good" students' (p. 12). Supporting this idea, Roni on his speech in Unesa 47th *Dies Natalis* states that in college, the lecturer's patronage is a real example for students' character education because the best way of embedding character education is not by lecture or course, but by real example and action (Masrurah, 2011).

Theoretically, the honesty and obedience character formed toward the students as an impact from examples of the lecturer's behavior can also be explained by social learning theory of Bandura. Social Learning Theory (SLT) also focuses on learning which occurs in social contexts (Bandura, 1977). Considering that student learns something completely including various concepts such as observational, imitation and modeling, SLT explains that behavior on continuous interaction will influence the cognitive of behavior itself and the surrounding. Furthermore, Akers (1998) confirms that there are four key elements of SLT: (a) imitation, (b) definition, (c) association difference, and (d) difference of reinforcement. Sellers, Cochran,

and Branch (2005) explain those key elements with more detail description as follows:

4.1.1. Imitation

It refers to which extent for someone to emulate good behavior. The role of other model for someone is significant. The ones have experienced personal relationship and the rest is observed directly on behaves.

4.1.2. Definition

It is the second element of social learning theory and refers to attitude and individual. It contains values about law of morality in general and also specific deviant behavior and guiltiness.

4.1.3. Association difference

It is the third element of SLT. It refers to definition influence (attitude) and the significance of other's behavior towards individual behavior. According to social learning theory, definition description and other's behavior with whom someone interacts have a strong influence on the definition of self-behavior. There are various impacts of this risk in accordance with frequency, duration, intensity, and priority of different individuals to have relationship with others.

4.1.4. Difference of reinforcement

A general principle of SLT is that individual can learn by observing other's behavior. Behavior result is influenced by reinforcement and punishment. This theory states that behavior can be learned through modeling strategy which is the main strategy used in social skill training. Bandura (1977, p. 22) confirms that:

Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action

In addition, Bandura (1977) states that modeling is influenced by learning process particularly through informative function. Along with the description of model behavior, the observers obtain symbolic representation from model activity served as guideline for suitable performance. The fifth social learning process can be conducted by observations, which include (a) attention, (b) retention (including cognitive

organization and motor training), (c) motor reproduction (including physical capability, observation of self-reproduction, and feedback's accuracy), (d) motivation (including external and internal reinforcement), and (e) the observer's characteristics (such as sensory capacity, enthusiasm level, perception regulation and past experience). According to Bandura (1977, p. 29):

Modelling can be increased by reinforcing matching behaviour.... Facility in observational learning is increased by acquiring and improving skills in selective observation, in memory encoding, in coordinating sensory motor and idea motor systems, and by the ability to foresee probable consequences of matching another's behaviour.

Bandura also confirms that reinforcement has a role in learning, particularly as an introduction of consequent influence. Furthermore, he informs that reinforcement anticipation is one of several factors which can influence what is observed. Besides, learning observation can be achieved more effectively by delivering the observer's information first about the benefit of behavior adoption modeled by waiting until the adoption happens and then giving reward for it. More importantly, the process can be used in social skill instruction.

Based on those reviews and theories, it is more reinforced that the reflection of students' character changes of obedience is an impact from the exemplary behavior demonstrated by the lecturer during the learning process of sport psychology.

4.2 Shaping students' honesty character

The result of this research also indicates that there is improvement on students' honesty character as an impact of the lecturer's behavior, which is, always integrating moral values in sport psychology course.

The interaction which occurs between students and the lecturer during sport psychology course is known as a learning process. Rooijakkers (1990) says that each actual learning effort is aimed at emerging or improving behavior. In educational context, achieving behavior improvement can be done by placing the lecturers to serve as role model in order to make their students able to learn and master the lesson. Thus, they will achieve one determined goal such as improved knowledge (cognitive), and also be able to influence attitude changes (affective) and the students' skill (psychomotor). Therefore, learning gives impress that there is merely one side, which is the lecturer side, which takes part. Whereas, learning actually indicates

that there is interaction between teachers or lecturers and their students. According to Hansen (2008), affective skill or affection is more emphasized on learning experience related to individual's emotion, such as attitude, interest, attention, awareness, and values which are directed to reflect affective behavior.

In this context, it can be explained that learning process is a helpful effort which is given by lecturer in order to form students' process of knowledge and science achievement, mastering skill and character, and attitude as well as trust building. The lecturers who include moral values in their lessons actually have conducted affective learning. Affective learning is an effort which is carried out by lecturer related to the building and development of students' character in order to develop students' morality. Therefore, it can be concluded that affective learning in the context of sport psychology learning can attain its goal at developing and forming honesty character which is reflected on students' behavior by being honest and not cheating during the examination.

5. Conclusion

In college, lecturers play highly strategic double role, which is outside the main source of institution advancement, they also play central role to educate their students so that their students become professional persons and have strong character. However, in fact, there are many lecturers who are not successful yet in carrying out their mission to educate their students in order to form individuals who have honesty and empathy character so that they will be good and effective citizens. It is a challenge, considering that on formal education context today, character education movement in college has not been given serious attention yet. To form students' character in college, commitment from each level or existing element in college, particularly the lecturer, is needed. In this context, it must be noted that lecturers have a role to be a model in various life aspects, particularly while they are teaching their students. The findings of this research give valuable information for the researcher specifically and the lecturer in general that actually, lecturer's patronage to always become punctual in teaching sport psychology course can improve students' obedience character. Moreover, the lecturer's decision to include moral values during the learning process of sport psychology gives impact toward the emergence of students' honesty character which is reflected on their good behavior during the examination by not cheating. These findings reinforce social learning

theory and give further information about the impact of lecturer's patronage for always implementing structured moral values during the learning process of sport psychology and it is able to improve students' obedience and honesty. By some limitation, this research result is expected to be useful as a worth model for future research concerning with patronage aspects and moral values owned and delivered by lecturer in order to improve students' obedience and honesty.

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