

## STUDENTS' PERCEPTION ON LEARNING PHYSICAL EDUCATION, SPORTS AND HEALTH

Daharis<sup>1</sup>, Mimi Yulianti<sup>2</sup>, Romi Cendra<sup>3</sup>, Ian Viandra Yudha<sup>4</sup>

Universitas Islam Riau<sup>1234</sup>

daharis@edu.uir.ac.id<sup>1</sup>, mimipenjas@edu.uir.ac.id<sup>2</sup>, romicendra@edu.uir.ac.id<sup>3</sup>,  
ianviandrayudha@student.uir.ac.id<sup>4</sup>

### Abstract

*The aim of this research is to determine students' perceptions of learning physical education, sports and health at SMP IT Insan Utama 2 Pekanbaru. This type of research is quantitative descriptive. The population in this study was a population of 86 students in grades VII - IX, the sampling technique was purposive sampling, namely sampling based on certain considerations, in this study the sample taken was the number of students who were present at the time of the research, namely 48 students, namely 55.81% of the total population. The research instrument used was a Likert scale. Based on the research results, the conclusion obtained in this research is: students' perceptions of learning Physical Education, Sports and Health at SMP IT Insan Utama 2 Pekanbaru are included in the score range of 61-80% or in the strong category with a percentage of 72.93%.*

**Keywords:** Student Perceptions, Physical Education, Sports and Health

Submitted : 18<sup>th</sup> of November 2024

Accepted : 29<sup>th</sup> of December 2024

Published : 05<sup>th</sup> of January 2025

Correspondence Author: Daharis, Universitas Islam Riau, Indonesia.

E-Mail: daharis@edu.uir.ac.id

DOI <http://dx.doi.org/10.31851/hon.v8i1.17677>



Jurnal Laman Olahraga Nusantara licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

## INTRODUCTION

Education is a conscious and planned effort to realize the development of the Indonesian nation in developing self-potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by oneself, society, nation, and state. Based on the explanation above, it can be seen that character education in schools is very necessary because for find more meaning, values, spirit, awareness and attitude. So that in the process of discovering new values, spirit, awareness and attitudes that a person can make efforts to free yourself to be more capable of playing a role in public. In a broad sense it means a process to develop all aspects human personality, which includes: his knowledge, values and attitudes, and his skills.

---

## Understanding Perception

Perception has a subjective nature, because it depends on the abilities and circumstances of each individual, so it will be interpreted differently by one individual to another. Juhanis (2021) explains that Perception is the ability to see, understand, then interpret a stimulus so that it is something meaningful and produces an interpretation.

According to Suprihanto (in Priyambudi, 2023) perception is a form of assessment of one person in facing the same stimulus, but in other conditions it will cause different perceptions. Perception in general is the process of obtaining, interpreting, selecting and organizing sensory information. Perception occurs when a person receives a stimulus from the outside world that is captured by his auxiliary organs which then enters the brain. Perception is the process of searching for information to be understood using the senses.

According to Suseno (2013) A good perception of physical education will affect the achievement of maximum learning objectives. So the perception here must be supported by the interest and motivation of students in public and private schools who participate or are actively involved, therefore it greatly influences the achievement of maximum learning outcomes. So with student perception, the effectiveness of physical education learning can be known. Perception is a process preceded by the sensing process, which is the process of receiving stimuli by individuals through the senses.

From the quote above, it can be seen that a person's perception of himself greatly influences the formation of impressions of other people or strangers he meets. This perception depends on his own interpretation in organizing information, so that it has meaning for the individual.

## Factors That Influence Perception

Good student perceptions about physical education lessons will affect students' learning motivation in positive learning. According to Mashuri (2017) Perception is very important because through this perception, students' assumptions about physical education will be known. Before students carry out

physical education learning activities, it is good for a physical education teacher to first know students' perceptions about physical education which will later have an influence on the learning.

According to Stephen P. Robins in Athariq (2021), the emergence of perception can be influenced by several factors as follows: 1) the individual concerned, namely the experience experienced by a person and influenced by attitudes, interests, interests, experiences, expectations, motives and knowledge. 2) the situation is a condition in the surrounding environment that reacts to the individual so that it can provide good attention or conditions that make it uncomfortable. 3) the target of perception is the subject or object involved in the individual's environment.

### **Definition of Physical Education**

According to (Candra et al., 2023) Physical education is a discipline that discusses physical activities and exercises related to a person's health, fitness, and motor skills. According to (Yulianti et al., 2018) physical education is providing opportunities for children to learn various activities that foster and develop children's potential, both in physical, mental, social, emotional and moral aspects.

From the quote above, it can be understood that the orchestra physical education teacher has a very strategic function, role and position in national development in the field of education as referred to above, the orchestra physical education teacher contributes to forming the quality of individuals, both in terms of physical, mental and emotional.

According to (Bangun, 2016) Physical Education is education that actualizes the potential of human activities in the form of attitudes, actions and works that are given content, form and direction towards a complete personality in accordance with the ideals of humanity. According to Candra & Prasetyo (2023:219) "Physical education is a learning process carried out through physical activities that aim to improve physical condition, develop motor skills, knowledge and behavior of healthy and active lifestyles, as well as athletic and emotional intelligence".

## Factors Influencing Physical Education Learning

Learning is a process of interaction between students and their environment, so that behavioral changes occur for the better, or in other words, learning is direct interaction between teachers and students related to the management of the teaching and learning process.

Learning has a definition According to Sabilullah (2021) Learning is essentially a process of interaction with all situations that exist around individual students. Learning can be viewed as a process that is directed towards achieving goals and the process of doing through various experiences created by the teacher". We can conclude that interest in learning is where a student feels happy, likes and is very enthusiastic in paying attention to learning to gain knowledge that is of great interest to him.

## METHOD

This research is a quantitative descriptive research which provides description of the object being studied, the method used is the method descriptive with a survey type using a questionnaire as an instrument.

According to Kusumawati (2015:59), descriptive research is a type of research method that attempts to describe and interpret objects as they are.

This study has a population of 86 students in grades VII - IX who are taking part in PJOK learning at SMP IT Insan Utama 2 Pekanbaru City. For more details, see the following table:

**Table 1.** Population and Research Sample

NO	Class	Man	Woman	Total
1	VII	8	16	24
2	VIII	14	16	30
3	IX	18	14	32
Total number				86

Source: Data from Insan Utama 2 IT Middle School, Pekanbaru City

After the validity test of the questionnaire was conducted, there were 16 questionnaires that were dropped and the remaining 34 valid questionnaires were used to conduct research at SMP IT Insan Utama 2 Pekanbaru for 48 students. The valid questionnaire grid can be seen in the following table:

**Table 2.** Questionnaire Score Percentage Criteria

NO	Mark	Category
1	91 % - 100%	Very strong
2	80 % - 90 %	Strong
3	70 % - 79 %	Enough
4	60 % - 69 %	Weak
5	Less than 60 %	Very weak

(Kusumawati, 2015)

## RESULT AND DISCUSSION

After conducting research on student perception surveys on Physical Education, Sports and Health learning at SMP IT Insan Utama 2 Pekanbaru, the following descriptive data can be explained:

### Frequency Distribution of Total Scores on Internal Indicators

Based on the results of the study using a validated questionnaire consisting of 20 forms of statements about students' perceptions of Physical Education, Sports and Health learning at SMP IT Insan Utama 2 Pekanbaru, the internal indicator obtained a frequency distribution of the number of questionnaire scores spread across 7 interval classes with a class interval length of 4.29.

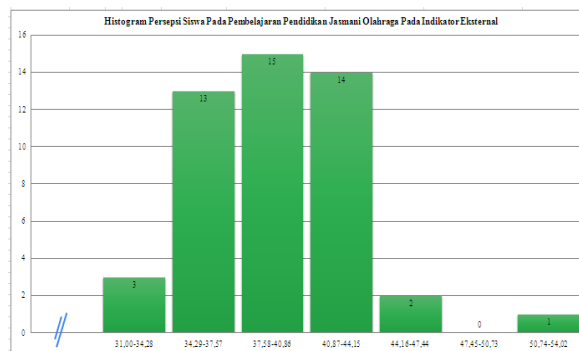
In the first class range of 49.00-53.28 scores there are 5 with a relative frequency of 10.42%, in the second class range of 53.29-57.57 scores there are 11 with a relative frequency of 22.92%, in the third class range of 57.58-61.86 scores there are 14 with a relative frequency of 29.17%, in the fourth class range of 61.87-66.15 scores there are 11 with a relative frequency of 22.92%, in the fifth class range of 66.16-70.44 scores there are 3 with a relative frequency of 6.25%, in the sixth class range of 70.45-74.73 scores there are 2 with a relative frequency of 4.17%, in the seventh class range of 74.74-79.02 scores there are 2 with a relative frequency of 4.17%. For more details, see the following table:

**Table 3.** Frequency Distribution Table of Total Scores

No	Value Score Interval	Frequency	Relative Frequency
1	49.00 - 53.28	5	10.42%
2	53.29 - 57.57	11	22.92%
3	57.58 - 61.86	14	29.17%
4	61.87 - 66.15	11	22.92%

5	66.16	-	70.44	3	6.25%
6	70.45	-	74.73	2	4.17%
7	74.74	-	79.02	2	4.17%
Amount				48	100%

The data listed in the table above, regarding the frequency distribution of the number of internal indicator questionnaire scores, is depicted in the graph below:



**Figure 1.** Histogram of Student Perceptions

### Frequency Distribution of Total Scores on External Indicators

In the first class range of score 31.00-34.28 there are 3 with relative frequency of 6.25%, in the second class range of score 34.29-37.57 there are 13 with relative frequency of 27.08%, in the third class range of score 37.58-40.86 there are 15 with relative frequency of 31.25%, in the fourth class range of score 40.87-44.15 there are 14 with relative frequency of 29.17%, in the fifth class range of score 44.16-47.44 there are 2 with relative frequency of 4.17%, in the sixth class range of score 47.45-50.73 there are none, in the seventh class range of score 50.74-54.02 there is 1 with relative frequency of 2.08%. For more details can be seen in the following table:

**Table 4.** Frequency Distribution Table of Total Scores

No	Value Score Interval	Frequency	Relative Frequency
1	31.00 - 34.28	3	6.25%
2	34.29 - 37.57	13	27.08%
3	37.58 - 40.86	15	31.25%
4	40.87 - 44.15	14	29.17%
5	44.16 - 47.44	2	4.17%



6	47.45	-	50.73	0	0.00%
7	50.74	-	54.02	1	2.08%
Amount				48	100%

The data listed in the table above, regarding the frequency distribution of the number of external indicator questionnaire scores, is depicted in the graph below:

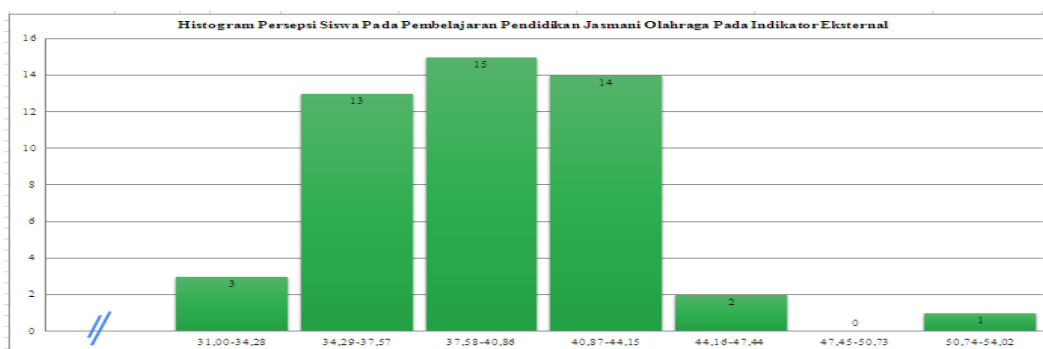


Figure 2. Histogram of Student Perceptions

### Discussion

Based on the results of the responses of the research respondents totaling 48 students using a questionnaire on internal indicators consisting of 20 forms of statements, the following results were obtained:

Table 5. Recap of Average Score Values Questionnaire on Internal Indicators

No	Score (S)	Frequency (F)	(S) X (F)
1	Strongly Agree (4)	236	944
2	Agree (3)	522	1566
3	Disagree (2)	202	404
4	Strongly Disagree (1)	0	0
Amount		960	2914

From the table above, it is known that the total score for the internal indicators is 2914. The categorization is based on the ideal score range where: The maximum score is obtained from: 4 (the highest score) multiplied by the number of statement items multiplied by the number of respondents, namely 4 x

$20 \times 48 = 3840$ , and The minimum score is obtained from: 1 (lowest score) multiplied by the number of statement items multiplied by the number of respondents, namely:  $1 \times 20 \times 48 = 960$

Based on the results of the study of 48 respondents, the internal indicator score of 2914 is included in the strong category or if it is expressed then it is calculated as:  $\frac{2914}{3840} \times 100\% = 75.89\%$ . If interpreted on the questionnaire value criteria, it is in the interval of 61% - 80% with the Strong category. This means that students have a strong perception that arises from within themselves in learning Physical Education, Sports and Health Learning already included in the Strong category.

Based on the results of the responses of the research respondents totaling 48 students using a questionnaire on external indicators in the form of 14 statements, the following results were obtained:

**Table 6.** Summary of Average Score Values Questionnaire on External Indicators

No	Score (S)	Frequency (F)	(S) X (F)
1	Strongly Agree (4)	110	440
2	Agree (3)	317	951
3	Disagree (2)	245	490
4	Strongly Disagree (1)	0	0
Amount		672	1881

From the table above, it is known that the total score for external indicators is 1881. The categorization is based on the ideal score range where: The maximum score is obtained from: 4 (the highest score) multiplied by the number of statement items multiplied by the number of respondents, namely  $4 \times 14 \times 48 = 2688$  and The minimum score is obtained from: 1 (lowest score) multiplied by the number of statement items multiplied by the number of respondents, namely:  $1 \times 14 \times 48 = 672$

Based on the results of the study of 48 respondents, the external indicator score was 1881, if expressed as a percentage, it is calculated as:  $\frac{1881}{2688} \times 100\% = 69.98\%$ . If interpreted on the questionnaire value criteria, it is in the interval of 61% - 80% with a strong level. This means that students have a relatively strong



perception that comes from outside themselves of 69.98% in learning Physical Education, Sports and Health at SMP IT Insan Utama 2 Pekanbaru.

The results of this study show that the average value of the percentage of questionnaire scores achieved by students is 72.93% which is included in the Strong category, as can be seen in the following table:

**Table 7.** Recap of Average Score Values Student Perception Questionnaire

No	Indicator	Percentage Score
1	Internal	75.89%
2	External	69.98%
	Amount	145.86%
	Average	72.93%

## CONCLUSION

With the title Survey of Student Perceptions of the Concept of Physical Education for Junior High School Grade VIII, which shows that the results are from the percentage of understanding of physical education 80% the results of the percentage of physical education objectives 73% the results of the percentage of physical activity 77% and the results of the percentage of physical education concepts 76%. After knowing the level of understanding, the researcher differentiates the perceptions of male and female students towards the concept of physical education, a significant value of 0.589 was obtained with a significance level of more than 0.05, meaning it was not accepted, thus the results of the perceptions of male and female students towards the concept of physical education did not differ. The conclusion of this study is that the perceptions of class VIII junior high school students in Kediri Regency are good.

Based on the research results, the following conclusions were obtained in this study: students' perceptions of Physical Education, Sports and Health learning at SMP IT Insan Utama 2 Pekanbaru are included in the range of 61 % - 80 % or in the strong category with a percentage of 72.93%.

## REFERENCES

Ariestika, E., Widiyanto, W., & Nanda, FA (2021). Implementation of National Guideline Standards for Physical Education Objectives. *Journal of Sports*

- Science and Physical Education* , 21 (1), 1–10.  
<https://doi.org/https://doi.org/10.24036/JSOPJ.55>
- Athariq, AM, & Supriyono, S. (2021). Physical Education and Health Teachers' Perceptions of Swimming Learning in Junior High Schools in Purbalingga Regency in 2020. *Indonesian Journal for Physical Education and Sport* , 2 (1), 46-58.  
<https://doi.org/10.15294/inapes.v2i1.44493>
- Bangun, SY (2016). The Role of Physical Education and Sports in Educational Institutions in Indonesia. *Journal of Educational Publication* , 6 (3), 2088–2092. <https://doi.org/10.26858/publikan.v6i3.2270>
- Cahyono, A. (2020). Survey of Students' Perceptions of the Concept of Physical Education for Junior High School Grade VIII. *Sport Science and Health* , 2 (12), 605-612. <https://doi.org/10.17977/um062v2i122020p605-612>
- Candra, O., & Prasetyo, T. (2023). *Character Building Through Sports* . Central Java. Eureka Media Aksara
- Candra, O., Pranoto, NW, Ropitasari, Cahyono, D., Sukmawati, E., & CS, A. (2023). The Role of Physical Education in the Development of Gross Motor Skills in Early Childhood. *Journal of Early Childhood Education* , 7 (2), 2538–2546. <https://doi.org/10.31004/obsesi.v7i2.4506>
- Hasrion, Sari, M., & Gazali, N. (2020). Classroom Action Research: Improving basic soccer shooting technique skills through the section method. *Edu Sportivo: Indonesian Journal of Physical Education* , 1 (1), 16–24. [https://doi.org/10.25299/es:ijope.2020.vol1\(1\).5119](https://doi.org/10.25299/es:ijope.2020.vol1(1).5119)
- Isyani, Permadi, AG, & Lubis, MR (2023). Profile of Facilities and Infrastructure for Physical Education, Sports, and Health in Public Junior High Schools in Mataram City. *Mandala Education Scientific Journal* , 9 (1), 716–724. <https://doi.org/10.58258/jime.v9i1.4766>
- Juhanis, J., & Jaya, AM (2021). Perception of Online Learning of Physical Education Teachers during the Covid-19 Pandemic in Public Elementary Schools in Manggala District, Makassar City. In *National Seminar LP2M UNM* (pp. 2521-2529).
- Kusumawati. (2015). *Research on physical education, sports and health*. Bandung: Alfabeta.
- Mashuri, H. (2017). Student Perceptions of Physical Education Teacher Learning at Muhammadiyah High School, Kediri, *Journal of Sports Learning*, 3 (1). 1-10.
- Merlina, S., & Nazirun, N. (2019). Perception of Grade VIII Students on the Physical Education, Sports and Health Learning Process at SMP Negeri 5 Pekanbaru. *National Sports Seminar* , 1 (1), 269–277.
- Nopiyanto, YE, Pujiyanto, D., & Ibrahim, I. (2022). Psychological Conditions of Students in Participating in Physical Education Learning in Limited Face-to-Face Classes. *Sporta Sainatika* , 7 (1), 60-69.
- Prakosa, TKW, & Yuli Hartati, SC (2022). Improving Students' Physical Fitness Through Light Physical Activity in Physical Education Learning.

- Riyadhoh: Journal of Sports Education* , 5 (2), 39.  
<https://doi.org/10.31602/rjpo.v5i2.7818>
- Priyambudi, G., Afrinaldi, R., & Fahrudin, F. (2023). Perception of Physical Education Teachers in the Implementation of the Independent Curriculum at the Vocational High School Level in Karawang Regency. *Jiip-Scientific Journal of Educational Sciences* , 6 (2), 789-792.  
<https://doi.org/10.54371/jiip.v6i2.1624>
- Rahayu, E, T. (2013). *Physical education learning strategies. Implementation in physical education, sports and health learning*. Bandung: Alfabeta.
- Rosdiani, D. (2013). *Direct Learning Model in Physical Education and Health*. Bandung: Alfabeta.
- Rosdinani, D. (2013). *Learning Planning in Physical and Health Education*. Bandung: Alphabeta.
- Sabilullah, RS (2021). Students' Learning Interest in Following Online Physical Education Learning at Sma Negeri 1 Paringin During Covid-19. *Journal of Sports Science* , 4 (1), 23-28.
- Sari, M. (2018). The Process of Implementing the Assessment of Physical Education Learning Outcomes for Deaf Children at SMALB Negeri Pembina Pekanbaru. *Journal Sport Area* , 3 (1), 42.  
[https://doi.org/10.25299/sportarea.2018.vol3\(1\).1657](https://doi.org/10.25299/sportarea.2018.vol3(1).1657)
- Yulianti, M., Zega, & Sari, M. (2018). Efforts to Improve Basic Long Jump Technique Skills Through Play Methods in Class X 2 Students of SMA LKMD Sukaramai, Kampar Regency. *Journal of Sports Science* , 09 (02), 86–95. <https://doi.org/https://doi.org/10.21009/GJIK.092.02>