

Perceptions of Students of State Senior High School 4, Kediri City, Regarding Physical Education Learning

Dyar Ardyanto¹, Ruruh Andayani Bekt², Muhammad Yanuar Rizky³

^{1,2,3} Universitas Nusantara PGRI, Kediri, Indonesia

Article Info

Article history:

Accepted: 21 July 2026

Published: 03 Agustus 2026

Keywords:

student perception

physical education learning

physical education;

upper secondary school;

Learning evaluation.

Abstract

This study aims to describe the perceptions of students of SMA Negeri 4 Kediri City towards Physical Education, Sports, and Health (PJOK) learning. Student perception is one of the important indicators in evaluating the quality of learning because it reflects the learning experience obtained by students during the learning activities. This study uses a quantitative approach with a descriptive research type. The research sample amounted to 115 students of grade XI SMA Negeri 4 Kediri City who were selected using a purposive sampling technique. Data collection was conducted using a Likert scale questionnaire consisting of 20 statements with five indicators, namely the objectives and benefits of learning, learning materials and methods, facilities and infrastructure, learning implementation, and assessment systems. Data analysis was carried out using descriptive statistics in the form of percentages. The results of the study indicate that in general, students' perceptions of PJOK learning are in the good category. Most students considered that PJOK learning has provided benefits for improving physical fitness, motor skills, and character building. However, several aspects such as variations in learning methods and the utilization of facilities and infrastructure still require improvement to make the learning process more interesting, effective, and able to increase active student participation. The findings of this study are expected to be used as evaluation material for teachers and schools in improving the quality of PJOK learning.

This is an open access article under the [Creative Commons Attribution-ShareAlike 4.0](https://creativecommons.org/licenses/by-sa/4.0/)

[International License](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Dyar Ardyanto

Universitas Nusantara PGRI Kediri, Indonesia

Email Correspondent: dyarardyanto04@gmail.com

1. INTRODUCTION

Physical Education, Sports, and Health (PJOK) is an important part of the education system that aims to develop students holistically through physical activity (Aini et al., 2023). PJOK learning is not only oriented towards improving physical fitness and motor skills, but also plays a role in developing cognitive, affective, social, and emotional aspects, and character building of students (Sari et al., 2024). Through PJOK learning, students are expected to have a healthy lifestyle, the ability to work together, discipline, sportsmanship, responsibility, and critical thinking skills in dealing with various learning situations (Baihaqi et al., 2023).

The success of PJOK learning is not only determined by the achievement of competencies designed by the teacher, but is also influenced by how students view and assess the learning process they experience (Kurniawan & Yulfadinata, 2026). Student perception is an important indicator in

evaluating the quality of learning because perception describes the learning experience obtained during the learning activities (Zabidi et al., 2024). Positive perceptions will encourage increased motivation, active participation, and interest of students in participating in PJOK learning, while negative perceptions have the potential to reduce student involvement during the learning process (Hidayat et al., 2025).

Various studies have shown that students' perceptions of physical education (PJOK) learning still show mixed results (Niam et al., 2025). Some studies report that students have a positive perception of PJOK learning because it is considered to be able to improve health, fitness, and motor skills (Anggraini et al., 2023). However, other studies found that some students still consider PJOK learning less interesting due to monotonous learning methods, limited infrastructure, and a lack of variety in learning activities (Pradana et al., 2024). The differences in research results indicate that student perceptions are greatly influenced by the learning conditions implemented in each school.

Besides being influenced by learning experiences, student perceptions are also influenced by various internal and external factors (Naibaho et al., 2024). Internal factors include motivation, learning experiences, attention, physical condition, and student readiness, while external factors include teacher competence, learning methods, materials provided, learning facilities, the school environment, and the assessment system implemented (Katsiroh et al., 2024). Therefore, student perceptions can be used as a basis for evaluation to determine the extent to which the quality of physical education (PJOK) learning has met students' learning needs (Raibowo & Nopiyanto, 2020).

SMA Negeri 4 Kediri City is one of the schools that routinely implements physical education (PJOK) instruction in accordance with the applicable curriculum. However, there is no empirical data describing student perceptions of the implementation of PJOK instruction at the school. This information is crucial for evaluating the learning process, allowing teachers to identify aspects that need to be maintained or improved.

Based on the description, this study aims to describe the perceptions of students of SMA Negeri 4 Kediri City towards PJOK learning based on five indicators, namely learning objectives and benefits, learning materials and methods, facilities and infrastructure, learning implementation, and assessment systems. The results of the study are expected to provide empirical information that is useful as evaluation material for PJOK teachers and schools in improving the quality of learning so as to be able to create a more effective, interesting, and student-centered learning experience.

2. METHOD

This study used a quantitative approach with a descriptive approach. The descriptive approach was chosen because the study aimed to provide an overview of students' perceptions of Physical Education, Sports, and Health (PJOK) learning without providing any specific treatment to the respondents. The data obtained were analyzed using descriptive statistics to objectively describe students' perceptions (As, 2026).

The study was conducted at SMA Negeri 4 Kediri City in the even semester of the 2025/2026 academic year. The study population was all 11th-grade students of SMA Negeri 4 Kediri City. The study sample consisted of 115 students selected using purposive sampling, a sampling technique based on certain criteria determined by the researcher so that respondents are deemed capable of providing information in accordance with the research objectives.

The research instrument was a student perception questionnaire compiled using a four-level Likert scale, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS) (Saputra et al., 2026). The instrument consisted of 20 statements compiled based on five perception indicators, namely:

1. goals and benefits of PJOK learning
2. learning materials and methods
3. facilities and infrastructure
4. learning implementation
5. assessment system.

Before being used, the instrument has gone through a content validation process based on input from the supervising lecturer so that each statement item is assessed according to the research indicators.

Data collection was conducted by distributing questionnaires using Google Forms to all respondents. The collected data were then scored according to a Likert scale and analyzed using descriptive statistics in the form of frequencies, percentages, and average values. The results were then categorized into five categories: very good, good, sufficient, poor, and very poor, facilitating interpretation of students' perceptions of physical education learning.

3. RESULTS AND DISCUSSION

This study involved 115 eleventh-grade students at SMA Negeri 4 Kediri City as respondents. All questionnaires were distributed in a complete form so that all data could be analyzed further. The research instrument consisted of 20 statements representing five indicators of student perceptions of physical education (PJOK) learning.

Respondent Characteristics

The distribution of respondents by class is presented in Table 1.

Table 1. Distribution of Research Respondents

Class	Amount	Percentage (%)
XI-1	4	3,48
XI-2	7	6,09
XI-3	23	20,00
XI-4	19	16,52
XI-5	6	5,22
XI-6	17	14,78
XI-7	13	11,30
XI-9	2	1,74
XI-10	1	0,87
XI-11	23	20,00

Class	Amount	Percentage (%)
Amount	115	100

Based on Table 1, it is known that respondents came from ten different classes. The largest number of respondents came from classes XI-3 and XI-11, each with 23 students (20.00%), while the smallest number of respondents came from class XI-10 with one student (0.87%). This distribution of respondents indicates that the study involved students from various classes, thus providing a more representative picture of student perceptions of physical education learning.

Data analysis was conducted on five perception indicators: learning objectives and benefits, learning materials and methods, facilities and infrastructure, learning implementation, and assessment systems. Overall, the research results indicate that students' perceptions of physical education (PJOK) learning are in the good category.

Most students stated that physical education (PJOK) lessons benefited them by improving physical fitness, motor skills, and character development. Furthermore, teachers were deemed capable of delivering material clearly, enabling students to follow the lessons effectively. The lessons were also deemed effective in increasing students' enthusiasm for participating in physical activities.

Regarding the material and learning methods indicators, the majority of students gave positive assessments. The material taught was deemed appropriate for the students' abilities and easy to understand. Teachers were also assessed as using a variety of teaching methods to prevent monotony. However, some respondents hoped for a greater variety of games, activities, and learning media to make the learning process more engaging.

The facilities and infrastructure indicators received a fairly good rating. Most respondents felt that the available sports facilities supported learning. However, some students still requested additional or updated sports equipment so that all students could participate optimally in practice.

Regarding the learning implementation indicators, the majority of students felt that learning took place in a safe, orderly, and comfortable environment. Teachers were able to manage the classroom effectively, allowing students to actively participate in learning activities without experiencing significant obstacles.

Meanwhile, regarding the assessment system indicator, most students stated that teachers provided objective assessments that were appropriate to students' abilities. Teachers also provided feedback on learning outcomes so students knew what aspects needed improvement in subsequent lessons.

Overall, the research results indicate that students' perceptions of physical education (PJOK) learning at SMA Negeri 4 Kediri City are in the good category. This indicates that the learning process has met the expectations of most students. However, several aspects, particularly the variety of learning methods and the optimization of infrastructure, still require attention to improve the quality of learning.

RESEARCH RESULT

The results of the study indicate that students' perceptions of Physical Education, Sports, and Health (PJOK) learning at State Senior High School 4 in Kediri City are generally positive. This finding indicates that the PJOK learning process has provided a positive learning experience for the majority of students. This positive perception is reflected in students' assessments of the learning

objectives, materials, learning methods, implementation of activities, facilities and infrastructure, and the assessment system implemented by the teachers.

Perception is the process by which individuals receive, organize, and interpret stimuli, resulting in an assessment of a specific object. In the context of physical education (PJOK) learning, students' perceptions are formed through the experiences they gain during the learning process, from interactions with teachers, learning activities, use of facilities, to evaluation of learning outcomes. Therefore, student perceptions can be used as an indicator for evaluating the quality of learning in schools.

The results of this study align with those of Barus and Sinuraya (2021), who stated that high school students' perceptions of physical education (PJOK) learning were in the good category (Barus & Sinuraya, 2021). This study demonstrated that teachers are able to create engaging learning experiences that make students feel comfortable participating in learning activities. This situation also increases student motivation and participation during physical education activities. These findings reinforce the findings of this study, which demonstrate that the quality of interactions between teachers and students is a key factor influencing the formation of positive perceptions of PJOK learning.

In the learning objectives and benefits indicator, the majority of students stated that PJOK learning provides benefits in improving physical fitness, motor skills, and character building. This indicates that students have understood the main function of PJOK learning as a means to improve physical health while developing affective and social aspects. PJOK learning not only teaches sports techniques, but also instills the values of discipline, responsibility, cooperation, sportsmanship, and self-confidence as the objectives of PJOK learning stated in various physical education studies.

Regarding the material and learning methods indicators, students gave positive assessments because the material taught was considered appropriate to the students' abilities and easy to understand. Teachers were also assessed as having used various learning methods, making learning activities more engaging. However, some students still hoped for a variety of games, the use of learning media, and more innovative activities. Variation in learning methods is crucial because physical education (PJOK) learning is synonymous with practical activities that require teacher creativity to prevent student boredom. Teachers who are able to combine demonstration methods, practice, games, discussions, and peer tutoring will more easily increase student learning motivation.

This study also showed that the facilities and infrastructure received a fairly good rating, although it remains an aspect that requires attention. Some students assessed that the sports facilities were adequate to support the learning process, but expressed the hope that the quantity and quality of sports equipment would continue to be improved. The availability of adequate facilities will help teachers conduct learning more effectively, provide equal practice opportunities for all students, and improve safety during activities.

Regarding the learning implementation indicators, the majority of students gave a positive assessment of the safe, comfortable, and orderly learning environment. This condition indicates that the teacher has been able to manage the classroom well, allowing students to actively participate in the learning process. A conducive learning environment is one of the external factors that influences the formation of positive student perceptions. When students feel safe and comfortable during learning, they tend to be more confident in engaging in physical activities and more enthusiastic about participating in each learning activity.

Meanwhile, regarding the assessment system indicator, the majority of students stated that teachers provided assessments objectively, transparently, and appropriately based on each student's abilities. Teachers also provided feedback on learning outcomes so students knew their strengths and weaknesses that needed improvement. An objective assessment system can increase a sense of fairness in learning, thus encouraging students to continuously improve their abilities.

The results of this study also support the research of Atmaja and Suroto (2025), which stated that students' perceptions of physical education learning are closely related to their motivation and interest in learning (Atmaja & Suroto, 2025). The more positive students' perceptions of the learning process, the higher their engagement in learning activities. Conversely, negative perceptions can reduce students' enthusiasm for physical education activities. Therefore, teachers play a crucial role in creating engaging, enjoyable, and student-centered learning experiences.

Overall, the research results indicate that physical education (PJOK) instruction at SMA Negeri 4 Kediri City has been running well. However, improvements in the quality of learning are still needed, particularly in terms of innovative learning methods, optimizing the use of infrastructure, and developing more creative learning media to make learning more effective, enjoyable, and able to increase active student participation.

4. CONCLUSION

Based on the research results, it can be concluded that students' perceptions of Physical Education, Sports, and Health (PJOK) learning at State Senior High School 4 in Kediri City are generally good. This indicates that students gave positive assessments of the learning objectives, materials and methods used by teachers, learning implementation, availability of facilities and infrastructure, and the assessment system implemented during the learning process.

However, this study also shows that several aspects still require attention, particularly increasing the variety of learning methods, utilizing more innovative learning media, and optimizing sports facilities and infrastructure. Improvements in these aspects are expected to increase student motivation, active participation, and learning experiences, thereby enhancing the effectiveness of physical education (PJOK) learning.

The results of this study are expected to be used as evaluation material for PJOK teachers, schools, and future researchers in efforts to improve the quality of physical education learning at the high school level.

5. ACKNOWLEDGEMENT

The author would like to thank all parties who assisted in the implementation of this research. Special thanks are extended to the school and teachers of SMA Negeri 4 KTA Kediri who provided permission, support, and participation in the research data collection process. The author also expresses appreciation to the supervisor, colleagues, and all parties who provided assistance, input, and support so that this research could be successfully completed.

6. BIBLIOGRAPHY

- Aini, N. N., Mutiah, A., & Syukon, A. (2023). Persepsi Siswa Kelas X SMA Negeri 2 Jember terhadap Praktik Pembelajaran Bahasa Indonesia Berdasarkan Kurikulum Merdeka. *JEUJ: Jurnal Edukasi*, 10(1), 52–59. <https://doi.org/10.19184/jukasi.v10i1.43699>
- Anggraini, Y., Rachman, A., Tuasikal, S., & Subagio, I. (2023). Jurnal Kejaora : Jurnal Kesehatan Jasmani dan Olah Raga PENGEMBANGAN MEDIA PEMBELAJARAN PJOK PADA MATERI KEBUGARAN. 8(November), 249–254.
- As, D. (2026). HUBUNGAN LINGKUNGAN PEMBELAJARAN TERHADAP PERSEPSI HASIL BELAJAR MATERI ALJABAR SISWA SMP NEGERI 26 MAKASSAR. 11. <https://doi.org/10.23969/jp.v11i02.46747>
- Atmaja, L. S., & Suroto. (2025). Persepsi Siswa SMA Negeri 16 Surabaya terhadap Pelaksanaan Pelajaran Pendidikan Jasmani, Olahraga, dan Kesehatan. *Jurnal Pendidikan Tambusai*, 9, 30120–30123.
- Baihaqi, I., Kurniawan, F., & Wahyuni, D. (2023). *Indonesian Journal of Physical Education and Sport Science*. 3(2), 356–361.
- Barus, J. B. N., & Sinuraya, J. F. (2021). Persepsi Siswa terhadap Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan di SMA Negeri 1 Simpang Empat. *Journal of Education, Humaniora and Social Sciences (JEHSS)*, 4(1), 518–525. <https://doi.org/10.34007/jehss.v4i1.691>
- Hidayat, W., Tuasikal, A. R. S., & Siantoro, G. (2025). STUDI LITERATUR: HUBUNGAN ANTARA EMOSI DAN MOTIVASI TERHADAP PEMBELAJARAN PJOK DI SEKOLAH. 8(December), 308–315. <https://doi.org/10.31004/koloni.v2i4.568%0A>
- Katsiroh, R., Siregar, S. H., & Rahmadani, S. (2024). Pendidikan jasmani olahraga dan kesehatan di madrasah ibtidaiyah swasta azmia tanjung morawa. 7, 18957–18965.
- Kurniawan, R. T., & Yulfadinata, A. (2026). Persepsi Guru dan Siswa Terhadap Implementasi Pendekatan Deep Learning dalam Pembelajaran PJOK di SMP Negeri 3 Gresik. 12(April), 152–162. <http://dx.doi.org/10.25157/jkor.v12i1.24070>
- Naibaho, G. I., Xaverius, F., Ginting, M., & Trinita, D. S. (2024). Evaluasi Strategi Guru PJOK dalam Mengembangkan Nilai Sportivitas Siswa di SMP dan SMA Budi Agung. 5, 20–29.
- Niam, M. I. F., Fatoni, M., & Indarto, P. (2025). EKSPLORASI PERSEPSI SISWA TERHADAP PEMBELAJARAN PJOK MATERI PERMAINAN BOLA BASKET MELALUI PENDEKATAN TPACK DI SMP MUHAMMADIYAH 7 PROGRAM UNGGULAN COLOMADU. 10. <https://doi.org/10.23969/jp.v10i04.34462>
- Pradana, F. P., Supriyadi, & Anwar, S. (2024). PEMBELAJARAN PENDIDIKAN JASMANI OLARHAGA DAN. 4(2), 2–5. <https://doi.org/10.17977/um065.v3.i10.2023.12>
- Raibowo, S., & Nopiyanto, Y. E. (2020). Jurnal Pendidikan Kesehatan Rekreasi Evaluasi Pembelajaran Pendidikan Jasmani Olahraga & Kesehatan pada SMP Negeri Se-Kabupaten Mukomuko melalui Pendekatan Model Context , Input , Process & Product (CIPP) PENDAHULUAN Program pemerataan pendidikan telah . 6(2), 146–165. <https://doi.org/10.5281/zenodo.3881891>

- Saputra, R. A., Nindiasari, H., Audina, A. D., Khoirunnisa, R., Rahmawati, N., & Aulia, N. R. (2026). Eksplorasi persepsi siswa terhadap karakteristik berpikir Piaget. 15(1), 111–124. <https://doi.org/10.30872/primatika.v15i1.6281>
- Sari, Y. Y., Ulfani, D. P., Ramos, M., Ilmu, F., Universitas, K., & Padang, N. (2024). PENTINGNYA PENDIDIKAN JASMANI OLAHRAGA TERHADAP ANAK USIA SEKOLAH DASAR. 6(2), 478–488. <https://doi.org/10.52060/pgsd.v6i2.1657>
- Zabidi, A. F. F., Yudasmara, D. S., & Darmawan, A. (2024). Persepsi Siswa Terhadap Pelaksanaan Pembelajaran PJOK Tingkat SMP Negeri Se-Kecamatan Lamongan Kabupaten Lamongan. *Jurnal Ilmiah Adiraga: Jurnal Penelitian Olahraga*, 10(1), 1–15. <https://doi.org/10.36456/adiraga.v10i01.8106>