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PERCEPTIONS OF GRADE 12 STUDENTS REGARDING PHYSICAL LITERACY

M. Fais Rhamadana^{1*}, Rizki Apriliyanto², Topo Yono³

¹²³ Physical Education Faculty of Teacher Training and Education, Muhammadiyah University
of Jember, Indonesia

Corresponding author. Email : danrhama50@gmail.com

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Abstract. This study aims to investigate the perceptions of 12th-grade students regarding physical literacy, a multidimensional construct that includes motivation, self-confidence, physical competence, and the knowledge required for lifelong engagement in physical activity. Physical literacy plays a crucial role in promoting active and healthy lifestyles, especially during adolescence—a critical period for developing lifelong health behaviors. Employing a quantitative descriptive design, this study involved 83 students from SMA Negeri Kalisat, Jember, who completed the Indonesian-adapted version of the Perceived Physical Literacy Instrument (PPLI). The instrument consists of 9 Likert-scale items assessing various components of physical literacy. Results revealed that 41.5% of students strongly agreed and 29.7% agreed with the physical literacy indicators, suggesting a generally positive perception. However, a significant number of students expressed uncertainty or disagreement on certain items, particularly related to social skills and self-management. These findings underline the importance of integrating physical literacy into school curricula and physical education programs. Strengthening students' understanding and awareness of physical literacy can enhance their readiness to engage in lifelong physical activity, improve physical and mental health, and support national efforts toward youth health development.

Keywords: physical literacy; student perception; adolescent health; physical education



INTRODUCTION

Literacy is one of the important components in national development, one of the basic skills that are essential in everyday life (Apriyanti & Purbojo, 2023). This skill allows individuals to actively participate in various aspects of life, such as education, work, health, and social involvement (Ananda Muhamad Tri Utama, 2022). Physical literacy can also be interpreted as a person's ability to take advantage of their potential. A person who has good physical literacy is characterized by motivation, self-confidence, competence in the physical field, along with deeper skills and interpretations. This encourages them to be able to assess and be responsible for the importance of physical activity throughout life (Apriliyanto & Sulaiman 2023). In recent years, physical literacy has emerged as a promising solution to address the decline in physical activity globally (G Kukuh Ikhsanto et al., 2023).

Physical literacy was first introduced in Australia at the International of Physical Education and Sport for Girls and Women Congress in Melbourne, 1993 by Whitehead who offered the concept of the definition of physical literacy (Journal et al., 2025). Physical literacy can also be interpreted as the drive, optimism, physical ability, and understanding and skills needed to carry out priority physical activities at a level based on the needs of each individual throughout their life. (Kasua et al., 2024). If done in the long term, this can have a negative impact on adolescent health. The human body needs physical activity, and if this need is not met, various health problems can arise. Physical activity interventions implemented in schools have a significant impact on students' physical activity habits (Hanania et al., 2022). Without physical activity, the risk to physical health increases (Agusta et al., 2024). To support this, strengthening is needed related to physical activity literacy which aims to prepare individuals to have an active lifestyle in physical activity. This is because a large part of the elderly in Indonesia have various complaints about their health due to low knowledge about how important physical activity is because they are not yet said to be physically aware or physically literate (Tahki, 2021).

The wider scope of physical literacy than physical education offers more complex physical exercises that are not related to the abilities of each individual. The pedagogical approach utilizes physical literacy to provide opportunities for each individual to be more active and motivated with a more realistic competency model and physical exercise

(Kusuma et al., 2024). Efforts to shape the development of physical literacy are often limited to general knowledge that is closely related to the use of measuring instruments in determining students' grades. One of the steps taken by the government to increase reading interest among students is through the implementation of the Literacy Movement in schools. This School Literacy Movement (GLS) has been officially launched by the government (Sukma, 2021).

Meanwhile, measuring physical literacy rarely depends on standard measuring instruments. The concept of physical literacy has been widely used in developed countries. The most important thing to note about physical literacy is the ability of students to absorb the understanding of the concept of physical literacy as a skill to be aware of physical activities that cannot usually be applied in schools, but can also be carried out throughout life (Wibowo et al., 2023). The physical elements are in physical literacy including the ability to move, understanding of norms and movement strategies, motivation and nature of movement existence, and aspects of personality in socializing. Physical literacy refers to the ability to understand human body movements in the context of physical activity, motor skill results, and the influence of environmental situations. Regarding this, it is also continuous in broader social and emotional teaching and learning procedures (WIDIANTO & Nugraha, 2023).

Students' perceptions of physical literacy are strongly influenced by their experiences in physical education lessons at school. Students who enjoy sports activities and feel encouraged by their teachers to actively participate in various physical activities tend to have a more positive view of physical literacy. On the other hand, students who are less interested or have had negative experiences, such as injuries or difficulties in participating in physical education lessons, may view physical literacy as less important. In grade 12, many students begin to realize the close relationship between physical health and mental health. Therefore, the application of physical literacy is highly recommended, especially in today's adolescents (Arindi et al., 2023).

They may begin to realize that physical activity, such as exercise, not only provides benefits for physical fitness, but also contributes greatly to reducing anxiety, stress, and depression that are often experienced by adolescents at that age. This view can increase their interest in physical literacy, especially those related to mental well-being. With this activity, students can understand the truth by connecting frankly as well as

visual skills (DINI, 2023). However, their perception of physical literacy is often influenced by concerns about the time and energy that needs to be devoted to exercise. Physical literacy is a framework for individuals used in several daily life activities both in an effort to achieve performance excellence (Mustofa, 2022).

Despite the growing international interest in physical literacy, research on students' perceptions of physical literacy in Indonesian secondary schools remains limited. Most existing studies focus on physical competence alone, neglecting the psychological and social dimensions that are equally critical in shaping lifelong active behaviors. Additionally, the measurement of physical literacy in the school context has not been widely adapted to local cultural and educational settings. Therefore, this study seeks to fill that gap by investigating the perceptions of 12th-grade students regarding physical literacy using a culturally adapted version of the Perceived Physical Literacy Instrument (PPLI). The findings are expected to contribute to the development of more holistic and contextually relevant physical education programs that promote both physical and psychosocial well-being among adolescents.

METHOD

This study employed a quantitative descriptive research design to investigate 12th-grade students' perceptions of physical literacy. The research was conducted at SMA Negeri Kalisat, Jember, East Java, Indonesia, during the 2024/2025 academic year. A total of 83 students participated in the study, comprising 52 females and 31 males. The sampling technique used was accidental sampling, chosen for its practicality in terms of time, access, and efficiency.

The instrument used was the Perceived Physical Literacy Instrument (PPLI), originally developed by Chen et al. (2014) and adapted into Bahasa Indonesia through a forward-backward translation procedure to ensure both cultural and linguistic appropriateness. The instrument consists of 9 items measuring three core dimensions of physical literacy:

1. Sense of self and self-confidence
2. Self-expression and communication with others
3. Knowledge and understanding

Each item is rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Prior to full distribution, the adapted version underwent psychometric

evaluation with 30 pilot participants. The results showed strong internal consistency, with a Cronbach's alpha of 0.82, and a Content Validity Index (CVI) of 0.87, as evaluated by three subject matter experts in Physical Education.

The questionnaire was administered online via Google Forms to allow convenient and anonymous participation. The collected data were analyzed using descriptive statistics, including frequency distributions and percentage analysis for each item. This approach helped to identify patterns and trends in students' perceptions across the three domains of physical literacy.

Table 1. PPLI Instrument (Indonesian Translation)

Item	Statement	Domain
1	I have a positive attitude and interest in sports.	Sense of Self and Self-Confidence
2	I respect and value others when participating in sports activities.	Self-Expression and Communication with Others
3	I understand the long-term benefits of regular physical exercise.	Knowledge and Understanding
4	I am physically fit and in good health appropriate for my age.	Sense of Self and Self-Confidence
5	I am able to manage my lifestyle to maintain my personal health.	Knowledge and Understanding
6	I am capable of making informed decisions about my health.	Knowledge and Understanding
7	I have strong interpersonal and social skills.	Self-Expression and Communication with Others
8	I believe in maintaining an active lifestyle throughout life.	Sense of Self and Self-Confidence
9	I can overcome challenges and solve problems related to physical activity and health.	Sense of Self and Self-Confidence

RESULTS AND DISCUSSION

Results

Information based on Exposure on Already got according to data via filling statements that are spread in 83 students Grade 12 of KALISAT STATE SENIOR HIGH SCHOOL, JEMBER. Presentation information results study to expose information contains gender, as well as knowledge to literacy physique.

Table 2. Type sex Respondent

Gander	Total	Percent (%)
Putra (PA)	31	37,3%
Putri (PI)	52	63,4%

In accordance with the data above found existence results percentage in gender PA a total of 31 with percentage (37.3%) and for gender PI as many as 52 with percentage (63.4%) that defines in accordance subject in study This dominated with type PI gender

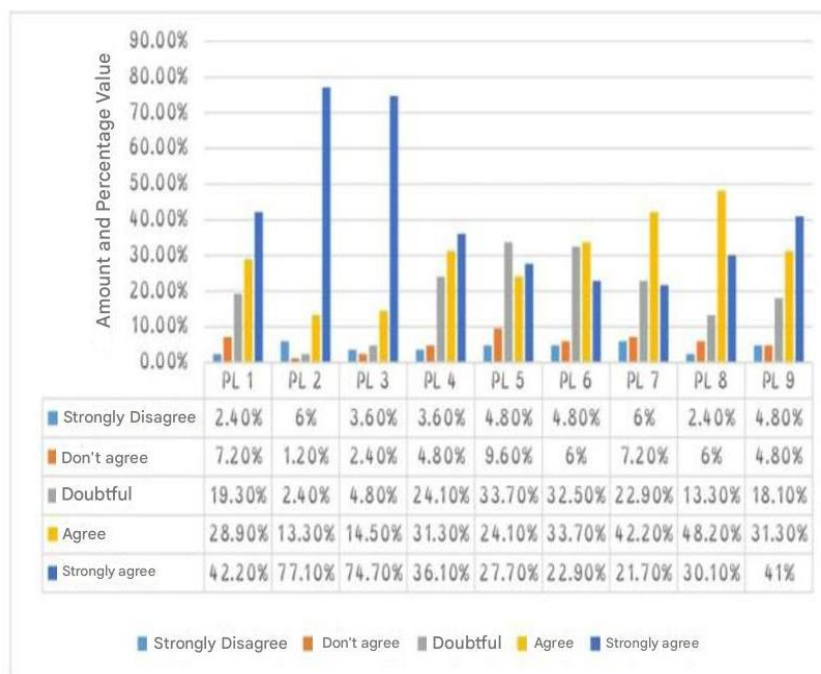


Figure 1. Results Presentation Understanding Literacy Physique.

Results research show that the total respondents who gave answer in accordance all indicators. Based on research data show that overall filler statement get answer very No agree in all statement, if the mean sought is 4.26%, the answer is no agree by 4.49%, while those who gave answer doubtful with percentage 15.6%.answer agree with 29.7% result at once final get answer very agree by 41.5%. In the image data on Also shown that of 9 questionnaire items statement shows 9 who answered very No agree , 9 answers No agree and 9 answers doubtful in knowledge *physical literacy* (PL) namely (PL1 to with PL9). This is to signify child educate a number of state very No agree especially on statements PL2 and PL7 with results percentage (6%) and For all points (PL1-PL9) answered doubtful , no agree, very much agree, and agree all over answered with results percentage No same. On answer No agree on PL5 statement with percentage (9.60%), for answer doubtful PL5 category with percentage (33.70%), for answer agree on PL8 category with percentage (48.20%), and the results that answer very agree on PL2 statement occupies top position percentage (77.10%).

Discussion

Apply physical literacy, students will get quality a better life Good from side fitness And Health (Ahmad Arief dkk., 2024). Physical literacy for grade 12 students plays a very important role in preparing them to face physical challenges in everyday life. Physical literacy physique become solutions that can share interpretation in a way appropriate to teenager about how much important activity physical (Shalahudin & Sifaq, 2023). In addition, this literacy is also a crucial provision for stepping into the world of higher education or entering the world of work. According to The International Physical Literacy Association, literacy physique Alone contains about determination, optimism, resilience physical , as well as skills interpretation in give empathy And have not quite enough answer to continuity moment activity physical throughout hayat (Journal dkk., 2025). Physical literacy is not only limited to understanding physics, but also includes skills in applying physics concepts in a wider range of contexts, such as in daily activities, research, and technology development. Given ability student in do activity students who do not let go from see factor main condition physique (Mardius, 2021).

International Physical Literacy (IPLA) states that literacy physique Can depicted like encouragement, confidence on self alone, ability physical, skills and outlook in give empathy as well as have not quite enough answer on continuity moment activity physique throughout age (Ahmad, 2022).

CONCLUSION

This study concludes that the majority of 12th-grade students at SMA Negeri Kalisat, Jember, demonstrate a generally positive perception of physical literacy, particularly in terms of self-confidence, physical competence, and understanding of the importance of physical activity. The high percentage of agreement across most PPLI indicators suggests that students are aware of the value of an active lifestyle. However, a considerable portion of students showed hesitation or disagreement with items related to self-management and social interaction, indicating gaps in comprehensive physical literacy development.

These findings emphasize the importance of integrating physical literacy more intentionally into physical education curricula and school-wide wellness initiatives. Teachers should not only focus on physical skills but also foster students' self-awareness,

decision-making abilities, and interpersonal competencies related to health and well-being. Furthermore, ongoing efforts are needed to strengthen students' motivation and confidence in adopting physical activity as a lifelong habit.

Future research should consider using mixed methods to explore the underlying factors influencing students' perceptions and investigate intervention strategies to improve physical literacy across different educational settings and age groups.

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