

## Students' and Teachers' Perception, and Parents' Role in the Implementation of High School Physical, Sports, and Health Education Subject in East Kutai

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### Article Info

#### History Articles

Received:  
August 2019  
Accepted:  
September 2019  
Published:  
August 2020

#### Keywords:

parents,  
perception,  
role,  
sport education,  
students,  
teachers,  
understanding

#### DOI

<https://doi.org/10.15294/jpes.v9i2.34195>

### Abstract

This study aimed at analyzing the perceptions of students, teachers and parents on the implementation of Physical, Sports, and Health Education (called PJOK) subject, analyzing the role of students, teachers and parents on the construction of PJOK learning planning, analyzing students, teachers and parents understanding and position on the construction of PJOK learning planning. This research was a kind of quantitative descriptive research. The population in this study was 8 Public Senior High School in East Kutai, while the sample was 10% of the total number of student respondents from 8 state high schools drawn by the proportional stratified random sampling technique consisted of 754 respondents. The data were collected through surveys and interviews. The results revealed that students' and teachers' perceptions, and parents' role in the implementation of PJOK subject was good, students' and teachers' understanding, and parents' role in the implementation of PJOK subject was sufficient, students', teachers' and parents' role in the implementation of PJOK subject was sufficient. This research also provided some suggestions including PJOK teachers and parents should pay attention to students as subjects in education who have roles and positions that must be considered in learning, the government needs to provide clear guidelines and be concerned with the implementation of education through a curriculum system that is under the subject principles in education in which the subject is the student.

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[p-ISSN 2252-648X](#)

[e-ISSN 2502-4477](#)

## INTRODUCTION

Physical, Sports and Health Education (called PJOK) has a substantial role in which the role is providing students the opportunities to be directly involved in various learning experiences through physical, sport, and health activities were chosen and done systematically. Physical, sports, and health education is the media to encourage physical growth, psychic development, motor skill, knowledge, and appreciation of values (mental-emotional attitude, sportive, spiritual, and social) and also the habituation of a healthy lifestyle to stimulate the growth and development of a balanced physical and psychological quality.

PJOK is an integral part of the overall education system. The implementation of physical education must be directed to the achievement of the educational goals. The purpose of physical education is not physical activity, but to develop the potential of student activities in doing physical education in school (Sayudi, 2014). In general, the objectives of physical education can be classified into four categories consisted of Physical development, Motion development, Mental development, Social development (Sulaiman, 2016).

The process of teaching and learning that must be considered first is the students (children refer to the goals because the students have goals). The goals consist of how the circumstances and capabilities are, then followed by determining other components such as the materials needed, the appropriate way to act, the tools and facilities that are suitable and supportive. This is the cause of why the students become the subject of learning as the determining factor in learning (Sardiman, 2011).

According to (Pramono, 2012) the teacher is a key element in the education system, especially in schools. All other components ranging from the curriculum, infrastructure, costs, and so on will not mean much if the essence of learning of teachers' interaction with students does not meet the standard. PJOK teachers have a crucial role, strategically positioned, and are responsible for National Education. In addition

to teachers, parents also play an important role in the learning process.

Parents are the main responsibility for their children's education. Wherever the children are educated both in formal, informal and non-formal institutions, parents still play a role in determining the future of their children's education (Umar, 2015). The parents are responsible for children's facilities and motivation in learning (Yusdianto, 2015). According to Widiyanto (2015) the responsibility to educate children needs to be realized by various parties. Parents must understand or realize that the building of good character education will determine the future development of children.

Perception is a person's direct response through a process that is complex in receiving and interpreting an object using sensory devices so that perception is influenced by cooperation between internal factors (personal) which simultaneously determines one's perception. And moreover, perception is a form of one's behavior which can be influenced by many factors (Paramita, Sugiharto, and Sugiyo, 2014).

According to Gani (2015) perception is an important factor in achieving student learning outcomes because perception can be the strength and has a driving force for students to learn as well as foster a sense of preference and pleasure to learn. Positive perceptions need to be developed, fostered and nurtured to provide benefits to improving learning outcomes. Accordingly, it needs attention from various parties, especially teachers. If a student's perception of a lesson is good, so in learning, students will be more motivated to follow the lesson. But if a student's perception of a lesson is not good, so students will be less motivated and even lazy to follow the lesson. In addition to perception, the role is also very prominent in determining learning outcomes.

According to Herman (2007) education has a central role in improving the quality of human resources. The National Education System Law (called *Sisdiknas*), for example, showing the strategic role of education in creating quality human resources. Pravitasari (2013)

argues that in the globalization era, the quality of Human Resources (HR) plays an important role and determines growth in various fields. For this reason, a very strong emphasis on improving the quality of human resources demonstrates the nation's enormous commitment to pursue excellence in the global competition era.

According to Pontoh (2013) the process of teaching and learning is essentially a communication process, namely the process of delivering messages from the message source through certain channels/media to the recipient of the message. In connection with its function as a teacher, educator, and supervisor, it is necessary to have various roles in the teacher. The role of the teacher will always describe the expected behavior patterns in various interactions both with students (primarily) fellow teachers and other staff. (Werdayanti, 2008) The success of teachers in carrying out their role in the education sector largely lies in their ability to carry out various roles that are specific in teaching and learning situations.

According to Haryani, Wahyuningsih, and Haryani (2015) parents have a role in helping teenagers in increasing self-confidence and teaching teenagers to make decisions so as not to be influenced easily by their friends. The task of parents is also to supervise the development of children not to involve in unexpected conditions. Several parents' roles are as educators, role models, companions, counselors, communicators. Parents should make teenagers as friends and acknowledge them as individuals who reach adulthood, respect the differences in opinion and encourage them to open discussion. Parents are also expected to apply appropriate parenting for their children so that their teenagers can feel comfortable, safe and full of love from those closest to them.

According to Surya (2015) understanding is the process of thinking and learning. Parental understanding of PJOK subject presented to their children will be embedded in their minds to enable the child having the same understanding of the PJOK subject. Narrow and wrong understanding of physical education will lead to

noble values and the educational objectives contained will not be achieved.

The implementation of education regarding the expectation is referred to as the main role, while students who should be the subject of education become objects of education in which they are not considered important to participate in the development of the expected learning system. Students as parties who are "subject to action" in education have room to speak out even though students are the final recipients of curricular and instructional policies. This means that in the current implementation of education students are not involved in any current educational development process. Students should be used as a foothold in education development where students are the subject of education. This puts students as subjects who have intended/desired goals to give direction where the learning activities should be taken and carried out (Sardiman, 2011).

The problem of the low quality of education can be sourced from teachers, parents, student input, curriculum, facilities, and funds. Each source must function as it should. Weaknesses in one system will harm other systems. Of all those, the teacher has the main role and is very important because teachers are actors, movers, and spearheads in the education process.

From previous explanations, it can be concluded that the main problem lies in how students', teachers' and parents' perceptions of the implementation of PJOK, students', teachers' and parents' role in the implementation of PJOK, students', teachers' and parents' understanding and position on the implementation of PJOK.

All things considered, this study aimed at analyzing students', teachers', and parents' perceptions regarding the implementation of PJOK, analyzing students', teachers, and parents' role in the construction of PJOK learning planning, analyzing students', teachers', and parents' understanding and position, on the construction of PJOK learning planning.

## METHODS

The research was descriptive quantitative research using exploratory research if considered the purpose of this study. Exploratory research is one of the research approaches used to examine something (which attracts attention) that has not been known, understood, and well-recognized yet.

The sample in this study was 10% of the total number of student respondents from 8 state high schools drawn by the *proportional stratified random sampling* technique amounting to 754 respondents and 8 teachers from eight schools who were randomly chosen as supporting respondents.

The data collection technique is the most important step in research because the main purpose of the research is to get data. Sugiyono (2010) explained the quality of research instruments regarding the validity and reliability of instruments and the quality of data collection regarding the accuracy of the methods used to collect the data.

One of the ways to make a closed questionnaire structure is to use an answer scale. In the research method, the writing uses a Likert scale that assumes that each of these answer categories has the same intensity. To obtain research data on students' and teachers' perceptions, and parents' role, questionnaires were distributed in school to students as the object of research.

The questionnaire must be answered by students as research data. The students gave the answers using several categories such as Strongly Agree (SA), Agree (A), Fairly Disagree (FD), Disagree (D), and Strongly Disagree (SD).

After the instruments are collected, the next step is to recapitulate all results from the Likers scale into the respondents' answer scores. Before the questionnaire instrument was used in the study, the instrument was first tested on some research samples. This needs to be done to determine the level of validity and reliability used in the research.

To find out whether the items or statements of questionnaire as an instrument

given to students could measure students', teachers', and parents' perceptions regarding the implementation of PJOK, measure students', teachers' and parents' understanding on PJOK, recognize students', teachers', and parents' role and position on the construction of PJOK learning planning; researchers conducted an analysis using the Pearson formula of SPSS version 19.

Reliability test is a test to find out the level of consistency, for instance, the extent to which a test can be trusted to produce a steady score, relatively unchanged even if tested in different situations. Reliability shows in an understanding that an instrument is already good. The interpretation of instrument reliability can be seen in the table provided in the next section.

To test the instrument reliability, the data of this study were calculated using *Alpha Cronbach* in SPSS 19. The purpose of calculating the reliability coefficient is to find out the consistent level of respondents' answers. The results of the reliability test obtained a reliability coefficient of 0.94 so that the instrument was concluded to have a good level of reliability.

## RESULTS AND DISCUSSION

This study aims at determining students' and teachers' perceptions and parents' role in the implementation of PJOK subject. The data of this study were obtained from questionnaire filling out by students related to their perceptions on PJOK subject. The questionnaire is a closed-questionnaire. It means possible answers have been provided. The additional data were also obtained from interviews with teachers and parents.

Based on the criteria of sample selection, the researchers distributed a set of questionnaires to 754 respondents. The questionnaires were also spread out to students in 8 Public Senior High Schools in East Kutai, as listed in the previous chapter and in accordance with the sample requirements as specified.

**Table 1.** Research Subject

Targeted schools	Number
Public Senior High School 2 Sangkulirang	124
Public Senior High School 3 Longmasangat	103
Public Senior High School 5 Teluk Pandan	92
Public Senior High School 1 Muara Wahau	97
Public Senior High School 1 Teluk Pandan	103
Public Senior High School 1 Sandaran	84
Public Senior High School 2 Rantau Pulung	93
Public Senior High School 1 Muara Ancalong	85
Total	754

The number of questionnaires distributed and collected and the number of questionnaire responses processed.

**Table 2.** The Questionnaire Distribution and Data Collection

Description	Total (%)
Selected sample	754
Number of questionnaires distributed	754
Number of questionnaires returned	754
Incomplete questionnaire	0
Number of questionnaires processed	754
Percentage	100

Respondents are arranged according to the gender of the respondent, age of the respondent, the level of class of the respondent is shown in Table 3.

**Table 3.** The Number of Respondents Based on Gender

Gender	Number	Percentage (%)
Male	339	45
Female	415	53
Total	754	100

Table 3 shows that the number of male respondents is 339 or 45% and the number of female respondents is 415 or 55%.

The distribution of the respondents by age is shown in Table 4.

**Table 4.** The Number of Respondents by Age

Age	Number	Percentage (%)
15	166	22
16	272	36
17	240	32
18	76	10
Total	754	100

Based on Table 4 it can be seen that the number of respondents with the age segment of 15 years is 166 (22.02%), 16 years is 272 (36.07%), 17 years is 240 (31.83%), and 18 years is 76 (10.08%).

Data on the number of respondents by grade is shown in Table 5.

**Table 5.** The Number of Respondents by Grade

Grade	Number	Percentage (%)
Tenth grade (X)	289	38
Eleventh grade (XI)	282	37
Twelfth grade (XII)	183	24
Total	754	100

Based on Table 5 the number of respondents by grade consisting of grade X is 289 students (38%), grade XI is 282 (37%), and grade XII is 183 (24%) .

To find out the distribution of respondents' data based on gender, grade, and age, a cross-tabulation analysis was performed.

**Table 6.** Cross-Tabulation of Respondents' Characteristics

Age	Gender	Class	Number		
15	Grade	X	60	104	164
		XI	0	2	2
		Total	60	106	166
16	Grade	X	58	63	121
		XI	71	80	151
		Total	129	143	272
17	Grade	X	4	0	4
		XI	72	55	127
		XII	36	73	109
18	Grade	Total	112	128	240
		XI	2	0	2
		XII	36	38	74
Total	Grade	Total	38	38	76
		X	122	167	289
		XI	145	137	282
		XII	72	111	183
		Total	339	415	754

After collecting the data, the next step of this research was data processing. In this case, the researchers managed the data obtained from both the questionnaire and interviews. In the data analysis stage, the researchers analyzed collected data based on analysis steps prepared prior to the research. The data collected in this study referred to the formulated research problems: how are the perceptions of students, teachers, and parents regarding the implementation of PJOK subject, how are the roles of students, teachers, and parents to PJOK subjects, how are the understanding and position of students, teachers, and parents on the construction of PJOK learning planning.

The first data analysis was done by analyzing sub-indicators and indicators of each of

the research problems. To make it easier, the researchers used the calculation steps that have been explained in the previous chapter.

## CONCLUSION

In general, students in 8 state high schools in East Kutai hold positive perceptions on the implementation of PJOK subject. This was investigated by assessing 4 indicators, namely: students' perceptions of PJOK, students' attitude toward PJOK, students' expectations toward PJOK, and students' readiness toward PJOK subject.

Students' understanding of PJOK in 8 High Schools in East Kutai was reviewed from 3 indicators. Some indicators showed sufficient results. 3 indicators used are, knowing the nature of the lesson content, knowing the learning objectives, and knowing the importance of the lesson.

The role of students on the implementation of the PJOK subject in 8 state high schools in East Kutai showed sufficient results in terms of 5 indicators although some indicators showed good results. 5 indicators used are, students as subjects of education, students participate in determining learning outcomes, students have the freedom to determine their learning styles, students are the subject of education whose educational needs are fulfilled, and students are part of educational interaction.

Teachers' perceptions and the role of parents are associated with students' achievements. As a facilitator, the teacher also functions as a mediator where he provides and transfers knowledge and understanding to students at school and to parents who will act as teachers at homes. The perceptions of students of the important and very important categories indicate that these students have a high interest in physical education. As a result, it encourages them to participate in the learning process appropriately.

Based on the description above it can be concluded that students, teachers, and parents' perceptions hold a crucial role regarding the success or achievement of the objective of the

PJOK subject. One of the objectives of this research is to find out students, teachers and parents' perceptions of Physical, Sports and Health Education (called PJOK) subject.

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