

Students' Perceptions in The Implementation of Physical Education Sports and Health at Vocational School Kudus Regency

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Abstract

The background of this research is the perception of students in physical education learning to be able to express their opinions and ideas as a success in teaching and learning. Research objectives 1) Analyze students' perceptions of the construction of physical education and physical education learning. 2) Analyzing students' perceptions of the implementation of physical education learning at Vocational High School Kudus Regency. The research design in mixed methods research. This research approach is self-inventory. Population was 4 Vocational Schoolin Kudus Regency. Sample was taken by purposive sampling as many as 229 students. The instrument used to collect data is using a questionnaire. The data analysis used is descriptive analysis where if the data has been collected. The results of the study stated that from the results of the category table it can be seen that the roles and perceptions of class X and XI students towards PESH learning are in the very good category with the largest percentage of 88.42%. The roles and perceptions of class X and XI students towards PESH learning are in the very good 25% category, 61% good and the enough category. It can be concluded that the role and position of students towards PESH in 4 SMKs in Kudus Regency shows quite good results in terms of 5 indicators although there are indicators that show good results.

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INTRODUCTION

Sport is a physical activity carried out to maintain health, fitness, strengthen muscles (Tanjung et al., 2020). Until now, various groups directly or indirectly doubt the role and function of sports and sports health in the growth and development of vocational students. This is undoubtedly very disturbing for people who are involved in sports and health and physical education every day. For us as teachers of physical education, sports and health are a world that cannot be separated from our daily lives, even part of our lives are dedicated to physical education.

PESH is an important part of the school in general, which expects to cultivate actual health, motor skills, basic reasoning abilities, social skills, thinking, enthusiastic health, moral behavior, a solid way of life, and presentation of a perfect climate through active work, regulate training and well-being, regulate the desire to achieve the goals of public instruction (Harahap, 2020).

Physical Education in Central Java is growing very rapidly, this is indicated by the number of universities with a concentration of study in the field of Physical Education. Central Java itself is a province located on the island of Java. The capital city is Semarang. Central Java has 29 regencies, 6 cities, 534 sub-districts, 769 villages and 7,809 villages (Ichsandi & Irsyada, 2020).

Physical education is an educational process that promotes physical fitness, the development of motor skills, fair play, emotional intelligence, knowledge, and healthy and active (Larasati et al., 2021). Without a well-thought-out framework for the learning process, physical education will fall short of its objectives. Interm of the learning process, it is critical to have appropriate approaches, strategies, and learning models in physical education living behaviors through physical activity (Jayul & Irwanto, 2020).

At Vocational Schoolin Kudus Regency, there is a unique phenomenon in PESH learning, which is very well known and worthy

of study. As the name suggests, the CAD research here is intensive and short-lived, lasting 4 months. Even though it is short, every student must be able to achieve the educational goals set by the institution according to the grade level.

This may happen in vocational schools that achieve PESH learning objectives in a short time. Adolescents usually have diverse motivations when studying PESH. Many of them study coronary heart disease to stay healthy, strengthen their immune system, find better jobs and keep learning. In addition, adult students also have several advantages in the learning process (Murcia & Aronson, 2014).

First of all, adult learners are mature and experienced people. This maturity and experience will help them understand the background and rules of PESH learning. Second, adult learners have the ability to guide themselves so that they can maintain their role and status in PESH learning.

Third, there is an interest in front of them, such as a career that allows them to study well. Fourth, adult students are less concerned with the stigma of learning, especially when learning PESH in the elderly. Fifth, as students have an obligation to maintain a better quality of life, in the end adults usually try to keep up with environmental developments that occur by chance in sports. With various advantages and current student motivation, it will certainly affect the learning process of PESH students in Vocational Schoolin.

In fact, students are the main problem and the focus of attention. In this case, it means that students have the right to express their opinions about the learning they have received. According to Piaget's theory in Slametto, the psychological structure of students is different from adults. They express reality and the world that lives around them in a unique way (Slameto, 2014).

Then Muhammad Rahman in SofanAmri explained that in a more modern view students are not only considered as objects or targets of education, but also they must be treated as subjects of education, including by involving students in solving problems in the process of implementing learning (Amri, 2013).

The actual implementation of teaching in schools must be adapted to the abilities of each child, and the actual training must be carried out carefully by the nature of the child, and proper administration must be carried out through proper real improvements to shape the whole human race (Yuniartik et al., 2017).

Laker explained, in the United States, about 80% of parents agree that physical education should be included in the curriculum, they think physical education has value and focuses on sports and social growth. Physical education through the system, targeted and planned sports activities, play and sports, provides opportunities for students to participate directly in various learning experiences. By providing learning experiences, guiding students to develop and at the same time forming a healthy and active lifestyle throughout life ((Laker, 2015), 2015).

There are several things that influence the emergence of student learning roles (Richards & Rodgers, 2001), such as the activities students want to do, the level of monitoring of student learning content, adaptive group learning styles, and the level of student influence. One opposes the learning of other students, and the other opposes the view that students act as processors, implementers, initiators, and problem solvers. In addition, the role of students in PESH learning is also very dependent on the methods used by educators and the types of sports they participate in. One of the earliest ways to limit the role of learners is the conventional method.

The students who play this role are usually adults. They had different learning experiences before. In addition, it is easier for students to understand their role than it is for children.

This means that providing an opportunity for educated students to express their opinions and ideas is very meaningful. Therefore, it can be considered that students are human factors that affect teaching and learning activities and learning outcomes, namely the success of teaching and learning.

The consequence of the fundamental study identified with the student assessment on

PESH above, illustrates that students in participating in PESH learning have their own explanations behind doing proactive tasks in PESH. So the reasons and the importance of PESH according to students received less attention. Therefore, students should be given an understanding of the importance of real work for them. An understanding of the importance of active work and how it identifies with well-being and prosperity is important. Children who like certain exercises and do not care about certain exercises are behavior children starting from their point of view in various interests. It affects children's learning practice. Generally the exercises that are enjoyed, are scientific in nature by young people with joy too. After all, this sport that is less liked by children is rarely concentrated by children, so it is not surprising that the substance of the exercise is not dominated by children. A good impression of PESH learning will affect the achievement of the most extreme learning objectives.

When taking education (in this case the PESH study), students must also pay attention to roles and positions. Students are an important factor, they can evaluate and provide valuable advice. This means that in learning, students are not just silent statues, they do not have the opportunity to express their views or opinions on the existing curriculum (Raibowo et al., 2019).

METHOD

This research is descriptive quantitative. Based on the research objectives, in this study using exploratory research.

The research design used in this study is sequential explanatory designs, which collects and analyzes quantitative data and then collects and analyzes qualitative data. In this study more emphasis on quantitative (McMillan & Schumacher, 2014).

The population in this study were 2 (two) state vocational schools and 2 (two) private vocational schools in Kudus district with a total of 2290 students. The sampling technique used was proportional stratified random sampling,

meaning that it used a proportion of 10% of the total number of students in each school based on grade level. The total sample in this study was 229 samples.

To determine the role and position of students in the construction of learning planning for physical education, sports and health, it consists of 5 indicators, namely indicators of students as subjects of education, indicators of students determining learning outcomes, indicators of students having the freedom to determine how to learn, indicators of students is a subject whose learning needs are met, the student indicators are part of the educative interaction.

The data collection technique in this study is a self-inventory approach, meaning that data obtained from individuals individually, because those who know best about each other's circumstances and know their abilities, state the circumstances and their appreciation according to the individual as it is. In this study the technique and data collection used the questionnaire method, (Afrilianto et al., 2017).

To determine the type of descriptive percentage obtained by each indicator in the variable and the percentage descriptive calculation is then described in sentences to make it easier. To determine the level of these criteria, then the scores obtained in the

percentage of the questionnaire were then analyzed descriptively by percentages with the criteria of 81.25%-100% (Very Good), 62.50% - 81.24% (Good), 43.75 – 62.40% (Quite Good), and 25% - 43.74% (Not Good) (Riduwan, 2013).

RESULT AND DISCUSSION

This study aims to uncover or investigate the role of students in PESH subjects, investigate students' work and place in the development of learning preparation for PESH subjects, and investigate students' perceptions of the implementation of PESH subjects.

Learners as Educational Subjects

Based on Table 1 below, it can be explained as follows: indicators of students as educational subjects with sub indicator 1, namely students who are involved in preparing the material for item 1 and item 2 are in the very good category with an average of 3.43 and 3.10. Sub indicator 2, namely the selection of learning resources is in the good category with an average of 3.10. Analysis of indicators based on two sub-indicators that have been analyzed, it can be seen that the indicators, namely students as subjects of education are in the good category, with an average total percentage of 76% and are in the good category.

Table 1. Students as Educational Subjects (N=229)

Indicator Item	Criteria
I feel the material in the PESH lesson is too much	Very Good
I feel that the PJOK material I learn is easy to understand	Good
The theoretical discussion of the PJOK lesson is difficult for me to follow	Very Good
PJOK practice activities are difficult for me to follow	Good
I am able to do PJOK practice material	Pretty good
I think the activities in PJOK are challenging activities	Pretty good
I know the basic competencies taught in PJOK lessons	Good
Mean Total	Good

Learners Participate in Determining Learning Outcomes

Based on Table 2 below, it can be explained as follows: indicator Students participate in determining learning outcomes

with sub indicator 1 students knowing the assessment instrument with item numbers 8-11 is in the good and very good categories, namely with an average of 3.27, 3.40, 3.14 and 3.53. Sub indicator 2, students know the assessment process with item numbers 12-15 being in the

good and quite good categories with an average range of 3.22, 2.96, 2.80, and 2.22. Analysis of indicators based on two sub-indicators that have been analyzed, it can be seen that the indicators, namely students as subjects of education are in the good category, with an average total percentage of 77% and are in the good category.

Table 2. Students Participate in Determining Learning Outcomes (N = 229)

Indicator Item	Criteria
PJOK subject matter should start by asking what the students already know	Good
I always warm up before starting physical activity.	Verry Good
In my opinion, after participating in PJOK activities, it should end with cooling down	Good
I am able to make safe movements in PJOK	Verry Good
Implementation of PJOK learning starts with simple movements towards complex movements	Good
The implementation of PJOK has a high risk of injury	Good
I often feel a happy atmosphere in participating in PJOK learning	Good
After participating in PJOK prakrek activities the body becomes fresh	Pretty good
Mean Total	Good

Learners have the freedom to determine how to learn

Based on Table 3 below, it can be explained as follows: indicators of students have the freedom to determine how to learn with sub-indicators 1, students choose learning methods according to their abilities with item numbers 16-20 being in the good and very good categories, with an average of 2.27 , 3.54, 2.83, 3.2 and 3.34. Sub-indicator 2, Learners choose

the appropriate place of study with item numbers 21-25 are in the good category with an average range of 2.85, 2.90, 2.69, 2.46 and 2.97. Analysis of indicators based on two sub-indicators that have been analyzed, it can be seen that the indicators, namely students as subjects of education are in the good category, with an average total percentage of 2.9 or 73% and are in the good category.

Table 3. Students Have the Freedom to Determine How to Learn (N =229)

Indicator Item	Criteria
PJOK activities make the body tired	Pretty good
Following PJOK interferes with physical development	Verry Good
Taking PJOK lessons has a good impact on movement skills	Good
Starting PJOK learning technique mastery will be better	Verry Good
I understand that doing physical activity is beneficial for improving fitness	Good
From PJOK learning I have a better understanding of the meaning of health	Good
I feel that by following lessons PJOK can develop the ability to use strategies in games	Good
After doing activities in PJOK lessons, I become lazy to follow the following lessons PJOK subject matter is too much theory that is not useful to learn	Pretty good
PJOK learning needs to be implemented because it can make mental concentration better	Good
Mean Total	Good

Learners Are Subjects Whose Learning Needs Are Fulfilled

Based on Table 4 regarding the first question on the indicators of students are subjects whose learning needs are met, with sub

indicator 1 students get adequate service facilities with item numbers 26–29 being in the good and very good categories, namely with an average for point two twenty-six get an average of 2.99, item twenty-seven is 3.30, item twenty-eight is 3.18, item twenty-nine is 3.23. Sub indicator 2, students get more learning services with item numbers 30-34 being in the good category with an average range of the number thirty is 3.01, the number thirty-one is 2.95, the number thirty-two is 2.86, the number thirty three 2.61, and the number thirty-four 2.60. Questions number 27 and 28 are in the very good category, items 26, 29, 30, 31, 32, 33, and

34. Analysis of indicators based on two sub-indicators that have been analyzed, it can be seen that the indicators, namely students as subjects of education are in the good category, with an average total percentage of 2.9 or 73% and are in the good category.

From the results of the responses above, the majority of respondents agree that students know the assessment instrument and students know the assessment process. From the results of the responses above, the majority of respondents agreed that students received adequate service facilities, and students received more learning services.

Table 4. Learners Are Subjects Whose Learning Needs Are Fulfilled(N =229)

Indicator Item	Criteria
Participating in PJOK forms a sporty spirit	Good
Starting physical activities I have many friends	Verry Good
PJOK can increase my self-confidence	Verry Good
Through PJOK improves my discipline	Good
PJOK learning helps foster tolerance among friends	Good
PJOK gives me the influence to take responsibility	Good
PJOK learning fosters student attitudes to behave inappropriately Honestly	Good
Participating in PJOK activities can foster mutual disrespect between me and my friends	Good
PJOK teaches us to carry out regular movement activities outside of school	Good
Mean Total	Good

Learners Are Part of the Educational Interaction

Based on Table 5, the first question on the student indicators is part of the educative interaction, with sub indicator 1 communication of knowledge and experience with item numbers for thirty-five items an average of 3.25, thirty-six items 2.75, thirty-seven items 3.34, thirty items is 3.34. eight items is 3.17, thirty-nine items is 3.08. Sub-indicator 2, students play an active

role in learning with item number forty-one 3.05, item forty-two 2.86, item forty-three 2.76, and item forty-four 2.86. Analysis of indicators based on two sub-indicators that have been analyzed, it can be seen that the indicators, namely students as subjects of education are in the good category, with an average total percentage of 3.0 or 75% and are in the good category.

Table 5. Descriptive Indicators of Students Are Part of Educational Interaction(N =229)

Indicator Item	Criteria
I feel I can develop through PJOK activities	Good
I do sports because I am influenced by friends	Good
For me participating in physical activities outside of school is not beneficial for improving the quality of life	Verry Good
I feel the need to take advantage of my free time by exercising	Good
For me doing physical activities is useless and takes	Good

I feel PJOK is developing skills to keep myself and others safe	Good
PJOK taught me to be able to adapt to other people	Good
I feel PJOK is useless in life	Good
I enjoy individual sports activities	Good
PJOK prepares me to be a leader	Good
Mean Total	Good

From the results of the responses above, the majority of respondents stated that they agreed that the communication of knowledge and experience, and students played an active role in learning.

Students' views on Physical Education, Sports and Health

Based on table 6 below, it can be explained as follows: In the sub-indicators of whether or not physical education, sports and health are attractive for points 45-51, the average score is 2.82, 3.34, 3.03, 3.24,3.03,3.21 and is in the good category. The second sub-indicator, the activeness of students in learning Physical

Education, Sports and Health with question numbers 46-51, respectively, gets an average of 2.89, 2.44, 2.85, 2.95 2.93, 2.91. Analysis of indicators based on two sub-indicators that have been analyzed, it can be seen that the indicators, namely students as subjects of education are in the good category, with an average total percentage of 2.97 or 72% and are in the good category.

From the results of the responses above, the majority of respondents agree that whether or not physical education is attractive, sports and health, and the activeness of students in learning physical education, sports and health means getting a good response.

Tabel 6. Descriptive indicators of students' views of students'(N =229)

Indicator Item	Criteria
PJOK is an interesting	Good
lesson Learning PJOK can train me to solve problems	Very Good
Starting learning PJOK I dare to make decisions	Good
PJOK can help me to get along easily	Good
PJOK makes me tired	Good
PJOK makes me lazy to do other lessons	Good
My potential is trained through learning PJOK	Good
Learning PJOK is fun	Pretty good
Learning PJOK is not fun	Good
Learning PJOK provides an opportunity to communicate with friends	Good
For me PJOK is just for relaxation	Good
I enjoy reading PJOK textbooks	Good
Mean Total	Good

Students' Attitudes towards Physical Education, Sports and Health

Based on table 7 below, it can be explained as follows: Students' attitudes towards Sports and Health Physical Education with sub indicator 1 of the seriousness of students in participating in Sports and Health Physical Education for items 57-63 get an average value

of 3.26, 2.75 , 2.73, 3.22, 2.86, 2.79 and 3.36 were included in the good category. The second sub-indicator, awareness with questions numbered 64-68 consecutively got an average of 3.08, 2.93, 3.21, 2.48, and 2.13. Analysis of indicators based on two sub-indicators that have been analyzed, it can be seen that the indicators, namely students as subjects of education are in

the good category, with an average total percentage of 2.9 or 72.5% and are in the good category.

From the results of the responses above, the majority of respondents agreed that the

seriousness of students in participating in physical education, sports and health as well as awareness means getting a positive response.

Table 7. Descriptive Indicators of Students' Attitudes towards Physical Education in Sports and Health Physical Education in Sports and Health

Indicator Item	Criteria
Taking PJOK must be serious because it can improve physical fitness	Very Good
I enjoy doing PJOK assignments even though I have difficulty	Good
I really do all the instructions in learning PJOK	Good
I do the actual movements according to the examples	Good
I make a summary of the PJOK material, in order to get good grades	Good
I feel light taking PJOK practical lessons	Good
I don't really take PJOK lessons	Very Good
I'm disciplined in taking PJOK lessons	Good
I wear sports uniforms	Good
PJOK can be useful for me	Good
Warming up needs to be done before doing physical activities	Pretty good
No need to warm up before activities	Pretty good
Mean Total	Good

Students' Expectations on Physical Education in Sports and Health

Based on Table 8 regarding the statements on the indicators of students' expectations of sports and health physical education, the sub-indicator of the seriousness of students in participating in sports and health physical education for items 69, 70, 74, 75, 78,79 got an average of each of 3.38, 3.31, 3.15, 3.19, 3.25, 3.03 and fall into the very good category. Items

71, 72,73, 76, 80, 81, 82, 83. For sub-indicators of learning physical education, sports and health varied Items 73-78 got an average of 2.85, 2.73, 2.86, respectively. 2.59, 2.71, and 2.78. Analysis of indicators based on two sub-indicators that have been analyzed, it can be seen that the indicators, namely students as subjects of education are in the good category, with an average total percentage of 2.9 or 74.3% and are in the good category.

Table 8. Descriptive Indicators of Students' Expectations of . Sports physical Education and health (N = 229)

Indicator Item	Criteria
I dare to correct mistakes	Very Good
When I am bored with taking lessons, I pretend to be sick	Very Good
I ask if there is material that is not clear	Good
I try to understand PJOK lessons from other sources	Good
PJOK learning must follow current developments	Good
PJOK must be more modern	Good
Games in PJOK need competition	Good
PJOK learning makes me more enthusiastic in learning at school	Good
After learning PJOK I take other lessons seriously	Very Good
PJOK learning has a bad effect on other subjects	Good

PJOK learning is done twice a week	Good
PJOK learning develops my potential	Good
PJOK learning can socialize with friends	Good
PJOK can take care of my health.	Good
I'm serious about taking PJOK learning, just demands to get grades	Good
Mean Total	Good

Readiness of Students for Physical Education, Sports and Health

Based on table 9 below, it can be explained as follows: The indicators of the readiness of students towards Physical Education in Sports and Health with sub-indicator 1 Responsibilities of students in participating in Physical Education in Sports and Health for points 84-89 get an average score of 2.87, 3.27, 3.10, 3.00, 3.09, and 2.56 included in the good category. Sub indicators 2, 2. Participants who are unable to participate in the learning process with numbers 73-78 consecutively get an average of 2.66, 3.15, 3.19, 2.73, 3.37, and 3.25 are included in the good category. Sub-indicator 3, Physical education,

Sports and Health can become a necessity with numbers 90-94 getting an average of 2.57, 2.53, 2.73, 2.71, and 2.19. Analysis of indicators based on two sub-indicators that have been analyzed, it can be seen that the indicators, namely students as subjects of education are in the good category, with an average total percentage of 2.78 or 69.8% and are in the good category.

From the results of the responses above, the majority of respondents agreed that and received a positive response for the first sub-indicator, namely the responsibility of students in participating in physical education, sports and health.

Table 9. Descriptive Indicators of Students' Readiness for Physical Education, Sports and Health (N = 229)

Indicator Item	Criteria
I always do PJOK assignments on time	Good
I collect PJOK assignments on time	Very Good
I attend PJOK lessons on time	Good
I take PJOK lessons if the material is fun	Good
I don't have to prepare equipment for PJOK learning	Good
Schools must provide equipment used in PJOK practice	Good
Implementation of PJOK learning can help preparation in facing national exams	Good
I always prepare myself before taking PJOK learning	Good
The results achieved in PJOK because of luck	Good
PJOK learning carried out can improve academic achievement	Good
PJOK learning carried out makes academic achievement decrease	Pretty Good
Mean Total	Good

DISCUSSION

The Role of Learners

The role and position of students in Physical Education, Sports and Health (PESH) at SMKN Kudus Regency shows good results in terms of 5 indicators although there are

indicators that show good results. The 5 indicators are, students as subjects of education, students participate in determining good learning outcomes, students have the freedom to determine how to learn, students are subjects whose learning needs are met, and the indicators

of students are part of the educational interaction.

Suherman (2010) suggests that perception is the process of explaining or interpreting information obtained through the human sensory system (Herlina & Suherman, 2020). According to this view, it shows that students are influenced by stimuli from inside and outside students, and they can explain in the form of expression or behavior. SMK students have the same roles and views, and are more influenced by internal roles than external roles.

Students need to gain experiences that can help them understand the role of physical activity and sport in society. Students' attitudes towards physical activity and feelings and success in carrying out physical activities affect their further participation. Care must be taken to get students to show a positive attitude and appreciate the results of physical education learning. Students get grades in the best way they feel pleasure and happiness when doing physical activity performed.

Physical activity also provides an opportunity for the release of emotional tension through appropriate means. When participation is shown by students who are also supported by the environment, students can increase their feelings of self-esteem, release tension, and develop initiative, self-direction, and creativity. Therefore, an American expert in the field of physical education, Don Hellison, states that the physical education profession needs to strike a balance between helping people and developing subject matter (such as skills, fitness, strategy, and so on).

According to Wuest and Bucher (Sukintaka, 2004) sport is an educational process that aims to improve work and advance human development through the media of sports activities. According to this view, it shows that vocational students have a supporting role in improving the abilities and skills of achievement they want to achieve. SMK students use physical education as a supporting role to achieve the greatest achievements (Sukintaka, 2004).

Student Perception

Of the 4 indicators, namely the responses or views of students towards PESH, students' attitudes towards PESH. Indicators of students' expectations of PESH and indicators of readiness of students towards PESH have good categories.

All subjects including PESH learning are currently required to adapt the e-learning or online learning. Interestingly, to achieve learning objectives, PESH itself is learning in the field that really requires social and group activities as well as face-to-face meetings between teachers and students in its implementation as written in the Minister of National Education Regulation Number 22 (2016), one of the objectives of PESH learning is to develop physical skills (Kemendikbud, 2016). through physical activity and sports, promote good physical and psychological growth and development, and lay the foundation for strong moral character such as honesty, sportsmanship, discipline and responsibility, working together, good at socializing, confident and democratic and good at maintaining skills to maintain the safety of oneself and others in the environment. If PESH learning, which is usually carried out in social group activities in the field, is then converted into online learning, it will certainly be difficult to do because it limits many things. This condition is certainly interesting to examine because it can affect students' responses/ perceptions of learning PESH online.

A narrow perception of PESH learning will result in the educational goals contained in it will not be achieved. Explaining that perception is a process that involves the entry of messages or information into the human brain (Sardiyannah, 2020). Through perception, humans are constantly in touch with their environment. This relationship is done through the senses, namely the senses of sight, hearing, touch, taste and smell. According to Masykur (2019), applying perception is interpreting a stimulus that already exists in the brain. So perception is a complex process that causes people to receive or summarize information obtained from their environment. All learning processes always begin with perception, namely

after students receive a stimulus (Masykur&Kustanti, 2019).

PESH through physical activity is expected to produce holistic changes in individual qualities, both in terms of physical, mental, and emotional. A PESH teacher must be able to position himself properly so that he can become a stimulus or something that stimulates a positive response and forms a pleasant atmosphere for students in this online learning, can explain the importance of PESH for the growth and development of students, so that students will understand the purpose CHD and have a good perception of CHD. A good perception of PESH lessons is expected to provide more value for students in order to improve their learning activities at school.

CONCLUSION

The role and position of students in Physical Education Sports and Health (PESH) in 4 Vocational High School in Kudus Regency showed good results in terms of 5 indicators although there were indicators that showed good results. The 5 indicators are, students are the subject of education, students participate in determining good learning outcomes, students have the freedom to determine how to learn, students are subjects whose learning needs are met, and the indicators of students are part of the educational interaction. Students' perceptions of the implementation of Physical Education, Sports and Health (PESH) subjects in 4 Vocational High School Kudus Regency, both in terms of 4 indicators, namely the responses or views of students towards PESH, students' attitudes towards PESH. indicators of students' expectations of PESH and indicators of student readiness for PESH.

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