

SURVEY OF STUDENTS' INTEREST LEVEL OF PHYSICAL EDUCATION, SPORTS, AND HEALTH (PJOK) SUBJECT AT SENIOR HIGH SCHOOL MALANG

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ABSTRACT

This study aims to analyze the level of interest of students at SMKN 7 Kota Malang in the subject of Physical Education, Sports, and Health (PJOK). Student interest is a crucial factor in the effectiveness of learning and the achievement of educational goals. This research uses a quantitative approach with a descriptive survey method. The population consists of students at SMKN 7 Kota Malang, with a randomly selected sample of 185 respondents. Data were collected through a questionnaire consisting of 15 statements regarding students' perceptions and interest in PJOK. Descriptive analysis results show that the majority of students have a high interest in PJOK. The percentage of respondents who feel enthusiastic when attending PJOK classes reached 72.4%, and 63.8% said PJOK makes them more motivated to come to school. In addition, 55.1% agreed and 42.2% strongly agreed that PJOK is beneficial for their health and fitness. A total of 76.8% of students also felt comfortable with the teaching methods used. However, variations in interest were found in several aspects, such as 27% of respondents not looking forward to PJOK lessons, and 42.2% not preferring PJOK over other subjects. Opinions regarding the addition of PJOK class hours were also divided, with 36.2% disagreeing and 7.6% strongly disagreeing. The implications of this study suggest the need for developing more varied and inclusive PJOK learning strategies to maintain and enhance student interest, especially for those who are not fully engaged or lack confidence. The results of this research can serve as a basis for teachers and school administrators in designing more adaptive and engaging PJOK programs.

Keywords: *Student interest, Physical Education, survey, Senior High School*

INTRODUCTION

Physical Education (PE) is one of the essential subjects in the national education curriculum that aims to develop the physical, mental, social, and emotional aspects of students. More than just physical activity, PE is expected to instill the values of sportsmanship, cooperation, discipline, and awareness of the importance of a healthy lifestyle. Amidst the current of modernization and technological advances that

often limit physical movement, the role of PE subjects is becoming increasingly crucial in shaping a healthy and fit young generation, as well as promoting physical activity as part of a lifestyle. (Hapsari, S., & Santosa, 2017).

Student interest in a subject plays a significant role in determining the effectiveness of the learning process and the achievement of educational goals. (Laila, N. F., & Yuliana, 2019). This phenomenon is crucial because interest is a key driver that can increase students' internal motivation to actively participate in every learning process. When students have a strong interest, they tend to be more motivated to participate, show initiative in learning, and consistently demonstrate better learning outcomes. (Fitriani, N., & Sari, 2021), This is due to an intrinsic drive to understand and master the material. This isn't limited to cognitive achievement, but is also reflected in active participation in class, initiative in asking questions, and a desire to explore beyond the teaching material.

Conversely, a lack of interest in a subject can trigger a series of negative impacts that hinder the learning process. This condition often leads to low participation in class, where students become passive, less interactive, and tend to avoid involvement in assignments or discussions. As a result, their understanding of the material becomes shallow or even non-existent, due to the lack of internal motivation to absorb information and apply it. Furthermore, this lack of interest can lead to decreased academic achievement, as students do not feel engaged or relevant to what they are learning. Therefore, cultivating and maintaining student interest is a crucial challenge for educators, helping to create a conducive learning environment and producing competent graduates with a passion for lifelong learning.

A survey of 185 students from SMKN 7 Malang City showed that most students had a positive perception of the Physical Education (PE) subject. The majority of respondents (72.4%) felt enthusiastic about taking PE lessons at school, and the majority (63.8%) felt that this subject made them more enthusiastic about coming to school. In addition, the high percentage of students who felt that PE lessons were beneficial for their health and fitness (55.1% agreed, 42.2% strongly agreed) indicated an awareness of the importance of health aspects. Students' interest in looking forward to the PE schedule every week was also quite high, with 57.3% of respondents agreeing. In fact, the majority of students (76.8%) felt comfortable with the learning methods used in PE lessons.

The results of the survey data reviewed in the literature, although the overall data indicates high interest, there are some nuances that are worth noting. The fact that 27% of respondents "Disagree" look forward to the PE schedule every week and 26.5% "Disagree" feel confident when participating in sports activities in PE lessons indicates that students' personal experiences and comfort levels in PE vary. This could be an indicator of factors such as a lack of varied teaching methods for some students, where variation in PE learning is crucial to maintaining student interest. (Sasmita et al., 2022), or perhaps there is a lack of confidence regarding physical abilities that needs to be addressed through a more inclusive approach. (Wahyuni et al., 2023) .

The relatively high percentage (42.2%) of those who "Disagree" preferred Physical Education (PE) over other subjects indicates that, despite its recognized benefits, PE may not yet be able to compete in popularity with other subjects in the eyes of some students. This could be due to various factors, ranging from competing interests with the more dominant vocational subjects in vocational schools, to the perception that PE is merely a physical activity without deep relevance to future careers. In vocational schools, the focus on expertise competencies can shift students' priorities towards non-productive subjects. (Setiawan & Setiawan, 2020) .

Student data regarding the increase in physical education (PE) class hours shows an interesting split: 35.1% agreed with the increase, 21.1% strongly agreed, 36.2% disagreed, and 7.6% strongly disagreed. This indicates that not all students feel the need for more PE hours. This opinion could be driven by already busy schedules, a focus on other subjects, or a feeling that the current duration is sufficient.

These data are expected to provide an initial overview of the level of interest of students at SMKN 7 Malang City towards the Physical Education subject, but also open up space for further exploration. Fluctuations in several aspects of interest, as well as the existence of student groups with different views, indicate that student interest is a complex phenomenon influenced by various internal and external factors. Therefore, this study aims to conduct a more structured survey to specifically analyze the level of interest of students at SMKN 7 Malang City towards the Physical Education subject. The results of this study are expected to provide valuable information for schools and Physical Education teachers in designing more effective and engaging learning strategies, identifying areas of improvement, and increasing participation and the usefulness of Physical Education for all students, so that the objectives of Physical Education education can be optimally achieved.

LITERATURE REVIEW

Interest in Learning

Interest in learning is defined as a psychological tendency that encourages students to focus attention, engage, and participate actively in learning activities. It is closely related to intrinsic motivation, positive attitudes, and persistence in completing learning tasks. Students with high interest generally show curiosity, enjoyment, and readiness to participate, which contributes positively to learning outcomes (Program et al., 2025).

Interest is shaped through continuous interaction between students and their learning environment. Learning strategies, classroom climate, relevance of material, and teacher support play important roles in strengthening or weakening students' learning interest (Chen, 2023).

Interest in Physical Education (PE)

In the context of *Physical Education*, learning interest becomes a crucial determinant of students' willingness to participate in physical activities, understand health-related concepts, and adopt active lifestyle habits. Students who develop strong interest in PE tend to be more engaged, display confidence, and recognize the long-term benefits of physical fitness and health (Hapsari & Santosa, 2017).

Conversely, low interest often results in avoidance behavior, minimal participation, and lack of effort. Monotonous instructional strategies, lack of variation, and fear of failure may reduce students' enthusiasm toward PE (Acedillo et al., 2023).

Factors Influencing Students' Interest in PE

Previous studies have identified several factors that influence students' interest in PE, including:

1. **Instructional Methods**
Varied, cooperative, and student-centered learning increases enjoyment and engagement (Elia et al., 2024).
2. **Perceived Relevance**
Students show greater interest when learning is linked to daily life and health benefits.
3. **Self-Confidence and Physical Self-Efficacy**
Students who feel capable and supported are more motivated to participate (Hai, 2021).
4. **School and Social Environment**
Supportive teachers and peers, as well as a non-judgmental classroom climate, encourage sustained participation (Syazatul et al., 2024).
These findings indicate that students' interest in PE is not determined solely by physical ability, but also by pedagogical, psychological, and social dynamics.

Theoretical Framework

This study draws on motivational learning theory, which posits that students' behavior is influenced by internal motivation and perceived value of learning. Subjects that are perceived as meaningful and enjoyable tend to produce higher engagement and persistence (Filgona et al., 2020).

In addition, the concept of self-determination emphasizes the importance of autonomy, competence, and relatedness in promoting active participation. PE learning that provides choice, builds competence, and fosters positive interaction is therefore expected to enhance students' interest.

Summary of Literature

Overall, the literature suggests that:

Learning interest plays a central role in shaping student behavior and achievement. PE requires varied, inclusive, and meaningful learning strategies and psychological readiness and perceived usefulness significantly influence students' participation. These theoretical insights form the basis for examining students' level of interest in PE and for developing recommendations to improve learning practices.

METHODOLOGY

This study employed a quantitative descriptive survey design. This design was selected because the main objective of the research was to describe students' level of interest in the *Physical Education* subject without attempting to manipulate variables or test causal relationships. A descriptive approach allows researchers to obtain an objective overview of students' perceptions, attitudes, and levels of interest based on empirical data.

Population and Sample

The population in this study consisted of all students enrolled at SMKN 7 Malang City during the academic year in which the research was conducted. The population represents students from different grade levels and study programs, thereby providing a comprehensive overview of interest in PE within the school context. A total of 185 students were selected as respondents. The sampling technique applied was simple random sampling. This technique was chosen because the study did not aim to compare particular subgroups such as gender, grade level, or major, but instead intended to obtain a general representation of the entire student population. A complete list of active students obtained from school administration was used as the sampling frame. Using this list, students were randomly selected so that each individual had an equal probability of inclusion. The application of simple random sampling was intended to minimize selection bias and enhance the representativeness of the sample, allowing the findings to be generalized with reasonable caution to the broader student population of SMKN 7 Malang City.

Research Instrument

Data were collected using a structured questionnaire developed to measure students' interest in PE. The instrument consisted of 15 statements covering several dimensions of interest, including enthusiasm during lessons, motivation to attend school, perceived benefits of PE, comfort with instructional methods, confidence in participating in physical activities, and willingness to engage in related activities beyond class.

Each item was rated using a four-point Likert scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

A four-point scale was deliberately chosen to avoid neutral responses and to encourage students to express clearer attitudes toward each statement.

Validity and Reliability of the Instrument

Content validity of the questionnaire was examined through expert judgment. The instrument was reviewed by PE teachers and lecturers who assessed the relevance, clarity, and alignment of each item with the construct of learning interest. Feedback from experts was used to revise wording, reduce ambiguity, and eliminate overlapping items, ensuring that the questionnaire adequately captured the intended dimensions. Reliability testing was conducted using the Cronbach's Alpha coefficient. A threshold of $\alpha \geq 0.70$ was applied as the criterion for acceptable internal consistency. Based on the results of the reliability analysis, the instrument met the reliability standard and was therefore considered suitable for data collection in this study. (If raw data become available, the specific alpha value may be reported in future revisions.)

Data Collection Procedure

Data collection was conducted at SMKN 7 Malang City during regular school hours. Prior to distribution, permission was obtained from the school administration and PE teachers. Students were briefed about the purpose of the study, assured that participation was voluntary, and informed that their answers would remain anonymous and would not influence academic evaluation. Questionnaires were then distributed in classrooms under teacher supervision to ensure orderly completion and to clarify any procedural questions. Students filled in the questionnaire independently without discussion. Completed questionnaires were collected immediately to avoid loss or modification of responses.

Data Analysis

The collected data were checked for completeness and accuracy before analysis. Responses were then coded and tabulated for statistical processing. Descriptive statistical techniques were employed, including frequency counts and percentage distributions for each item.

The results were presented in the form of tables and figures to illustrate students' levels of enthusiasm, motivation, perceived benefits, and overall interest in PE. Because the study focused on description rather than hypothesis testing, inferential statistics were not applied. The interpretation of findings was subsequently linked to relevant theories and previous research in the discussion section.

RESULT AND DISCUSSION

The findings of this study indicate that students generally demonstrate a high level of interest in PE, particularly in terms of enthusiasm, perceived health benefits, and comfort with learning activities. This supports motivational learning theory, which emphasizes that perceived value and enjoyment are key drivers of student engagement.

The strong perception of PE as beneficial for health suggests that students recognize the relevance of PE to their daily lives. This finding aligns with previous studies indicating that relevance and perceived usefulness enhance intrinsic motivation in physical education learning contexts (Liu, 2024).

However, the variation in students' anticipation of PE lessons and their preference for PE compared to other subjects highlights important pedagogical challenges. Similar patterns have been reported in vocational school settings, where students tend to prioritize vocational subjects perceived as more directly

linked to future careers(Giatman et al., 2023). This suggests that, despite its benefits, PE may still be viewed as supplementary rather than essential by some students.

Additionally, students' confidence levels in participating in PE activities indicate that psychological factors such as self-efficacy play an important role in shaping interest. Previous research has shown that low confidence can reduce participation and enjoyment, even when students acknowledge the benefits of physical activity(Oktadinata & Subarjah, 2023). This underscores the importance of inclusive and non-competitive learning environments.

Overall, these findings suggest that increasing instructional quality, relevance, and inclusivity may be more effective than merely increasing lesson hours. Varied, student-centered learning approaches have been shown to sustain interest and participation more effectively than traditional methods(Sims et al., 2025).

Table 1. Questionnaire Data Results

No	Questionnaire Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1	I feel enthusiastic when I take PE lessons at school.	17.3	72.4	9.7	0.0
2	Physical Education subjects make me more enthusiastic about coming to school.	23.2	63.8	11.9	0.0
3	Physical education lessons are beneficial for my health and fitness.	42.2	55.1	1.0	0.0
4	I look forward to the PE lesson schedule every week.	13.0	57.3	27.0	0.0
5	I feel happy doing the physical activities taught in PE.	17.3	67.0	15.1	0.0
6	PE teachers teach the material in an interesting and fun way.	19.5	69.7	9.7	1.0
7	I feel confident when participating in sports activities in PE lessons.	10.8	61.1	26.5	1.0
8	I prefer PE lessons to other lessons.	12.4	41.1	42.2	1.0
9	I am motivated to exercise outside school hours because of PE lessons.	9.7	62.2	27.0	1.0
10	I understand the importance of exercise thanks to PE lessons.	24.9	67.0	7.0	0.0
11	I feel comfortable with the learning methods used in PE lessons.	11.9	76.8	10.8	0.0
12	I want to participate in extracurricular sports activities at school.	40.0	50.3	7.0	0.0
13	I am interested in deepening knowledge about health and fitness.	14.6	74.6	9.7	0.0
14	Physical education lessons help me adopt a healthy lifestyle.	19.5	74.1	0.0	0.0
15	I hope the number of PE lesson hours can be increased.	21.1	35.1	36.2	7.6

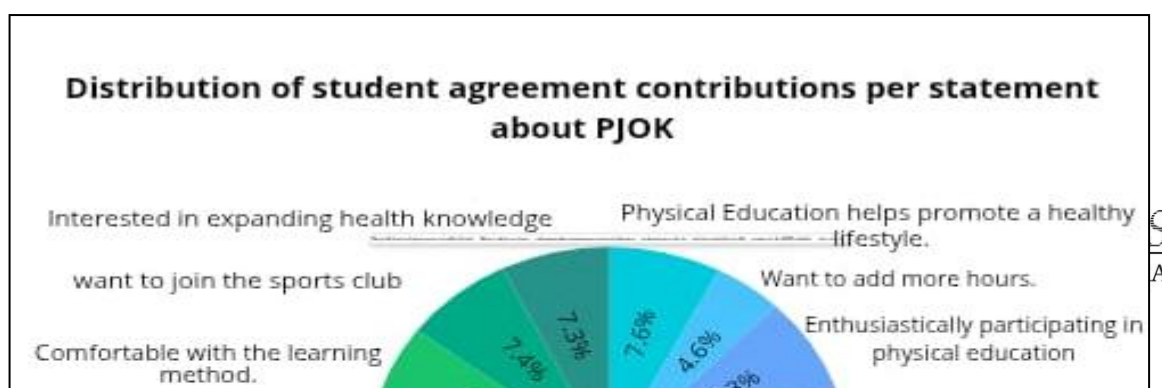


Figure 1. Grafik Persentase Pie Chart

Activities conducted at SMKN 7 Malang City aim to increase student interest in *Physical Education* through a series of mentoring processes and participatory surveys. This process involves students as active subjects in understanding their interests and identifying obstacles that hinder optimal participation in PE lessons.

The series of activities began with the distribution of an interest survey questionnaire to 185 students from various grade levels. The instrument contained 15 statements reflecting key aspects of student interest, such as enthusiasm for the subject, motivation to attend school because of physical education, perceived health benefits of the subject, and comfort with the teaching methods used by the teacher.

The survey results were then used as the basis for further technical actions, such as reflective discussions with physical education teachers regarding the learning approaches most preferred by students. This activity aimed to address the problem of low student engagement and a lack of confidence in participating in physical activities, as revealed in the results that 26.5% of students felt insecure when participating in physical education lessons.

Additionally, other interventions include healthy lifestyle campaigns within the school environment and the holding of "Inclusive Physical Education Days," which feature collaborative sports activities between classes. These activities are designed to encourage voluntary participation from students who may not have previously been enthusiastic about physical education and to create an inclusive and non-competitive learning environment.

This mentoring process has begun to demonstrate positive social changes. Students have shown increased motivation to attend school due to physical education (63.8% agree and 23.2% strongly agree), and a growing collective awareness of the importance of physical health is emerging, as evidenced by the near-unanimous approval of the health benefits of physical education (55.1% agree and 42.2% strongly agree).

This dynamic has given rise to new social institutions within the school environment, such as the formation of student groups that independently organize joint exercise time after class. Students also initiated weekly discussion forums with the Physical Education (PE) teacher to evaluate learning methods and provide feedback. This indicates that students are beginning to feel a sense of ownership in the development of PE learning.

Behaviorally, there has been an increase in participation in extracurricular sports activities at school, with 90% of students expressing interest in participating. Furthermore, 74.6% of students expressed interest in deepening their knowledge of fitness and health, indicating that the mentoring program has successfully fostered curiosity and a broader awareness of learning outside the classroom.

Thus, these activities not only generate data that illustrates students' interest levels but also encourages small behavioral and social structural changes within the school environment. These results indicate that a participatory survey approach combined with educational activities and collaborative action can be an effective strategy in addressing the issue of low interest in PE within vocational high schools.



Picture 1. Sports learning activities are directly monitored by the supervising lecturer



Picture 2. Group photo with students who are always enthusiastic about sports activities

In general, the survey results show that students at SMKN 7 Malang City have a fairly high interest in the Physical Education subject. This is evident from the high percentage of students who stated "Agree" and "Strongly Agree" to most of the positive statements related to Physical Education. For example, the majority of students (72.4% Agree and 17.3% Strongly Agree) felt enthusiastic when taking Physical Education lessons at school. This figure indicates that Physical Education has succeeded in creating an interesting atmosphere for the majority of students, in line with the goal of physical education to actively engage students.

Support for the benefits of Physical Education (PE) was also very strong, as indicated by 55.1% of students "Agreeing" and 42.2% "Strongly Agreeing" that the lesson is beneficial for their health and fitness. Awareness of these health benefits is important because it shows that students are not only physically participating, but also understand the essential value of the activity. Furthermore, student comfort with the PE learning method was very high, with 76.8% of students feeling comfortable. This is an indicator of teachers' success in delivering material and managing the class in a fun and student-centered way.

However, there are some aspects of interest that show variation and require further attention. While many students look forward to the weekly PE schedule (57.3% Agree, 13% Strongly Agree), approximately 27% of students "Disagree" with this statement. This may indicate that for a small number of students, PE lessons may not be fully anticipated, perhaps due to personal factors, activity preferences, or perceptions of the intensity of the activities.

Another challenge is evident in the statement "I prefer Physical Education (PE) to other subjects." Although 41.1% of students "Agree" and 12.4% "Strongly Agree," the percentage who "Disagree" is also very high, at 42.2%. This fact indicates that, despite its recognized appeal and benefits, PE has not yet become a top-of-mind subject for nearly half of students. This could be due to the dominance of vocational high school students' interest in vocational subjects that are more relevant to their career prospects, or the perception that PE provides less academic value than other subjects.

Student data regarding the increase in PE class hours shows polarization. 35.1% of students "Agree" and 21.1% "Strongly Agree" with the increase in hours, while 36.2% "Disagree" and 7.6% "Strongly Disagree." This relatively even split of opinions indicates that the policy of increasing class hours requires careful consideration, understanding the reasons behind some students' disapproval, such as potential fatigue, a busy schedule, or a need to focus on other subjects that are perceived as more important.

Overall, these results confirm that student interest in Physical Education at SMKN 7 Malang City is at a good level, supported by enthusiasm, an understanding of the benefits, and a comfort level with the teaching method. However, these findings also open up room for further exploration into factors that may hinder maximum interest for some students, as well as the need to adapt learning strategies to address varying student preferences and needs. This aligns with research findings showing that student interest can be influenced by various factors, including learning methods, classroom atmosphere, and the relevance of the material (Kamal & Samsuddin, 2025). It is hoped that this analysis and interpretation will provide concrete input for teachers and schools to continue to improve the quality of PE learning.

CONCLUSION

This study examined students' interest in the *Physical Education* subject at SMKN 7 Malang City using a descriptive survey involving 185 students. Overall, the findings show that students demonstrate generally high interest in PE, particularly in terms of enthusiasm during lessons, perceived health benefits, and comfort with learning activities. These results suggest that PE plays an important role in motivating students and promoting awareness of healthy lifestyles.

However, variations in several indicators indicate that student interest is not uniform. Some students reported lower anticipation for PE classes and did not always prefer PE over other subjects. These patterns highlight the need for learning strategies that are more varied, inclusive, and responsive to students' different levels of confidence and preferences. From a practical perspective, the findings imply that teachers and schools should strengthen student-centered approaches, increase opportunities for active participation, and ensure that PE is presented as meaningful and relevant to students' everyday lives.

This study is not without limitations. The sample was drawn from a single school and was limited to descriptive analysis, which may restrict the generalization of the findings. Future research is recommended to involve larger and more diverse samples, apply comparative or inferential analyses, and further explore psychological and contextual factors that shape students' interest in PE.

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