

# How is the Achievement of Students' Physical Literacy?

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**Abstract**—The purpose of this study was to find out how the physical literacy of elementary school students. This research is a survey research with 21 students. The instrument used in this study was Canadian Physical Literacy Assessment (CAPL). The results showed that the Physical Literacy Profile of Grade 6 students of Ujung Berung Elementary School based on the T score was in the "Beginning" category of 4.76% (1 child), the "Progressing" category was 85.71% (18 children), the "Achieving" category was 9.52% (2 children), the "Excelling" category is 0% (0 children). Whereas based on the average value of 50.8, the Physical Literacy Profile of Grade 6 students of Ujung Berung T Elementary School scores in the category "Progressing" which means students are at the stage on the way to physical literacy, they have physical competence, knowledge, motivation or daily behaviour a typical day for children of the same age. The results of the data that occur in Ujung Berung Elementary School should not be judged as the end result, because students take the final journey in achieving a higher level of physical literacy, there are still formal junior and senior high school education that can be a medium for students to get it, especially in the program physical education at school.

**Keywords**—*physical literacy; physical education; physical activity; elementary school*

## I. INTRODUCTION

Physical education is a sports science discipline that contributes significantly to the education and development of children and adolescents in many ways [1]. In addition, the main purpose of the quality physical education program is to help students acquire knowledge, skills and attitudes to become physically active for a lifetime [2]. Citing the contents of standards 3 and 4 proposed by the NASPE in Santiago et al which states that, "Suggest that instruction in physical education should provide students with an understanding of how to achieve and maintain a health-enhancing level of physical fitness as well as create an attitude encouraging participation in physical activity" [2]. With what was stated by NASPE it should have been that physical education was not only to improve the quality of movement of students but in participating in physical education programs students must be given an understanding of how to achieve and maintain health levels, improve physical fitness and create attitudes to encourage student participation in regular physical activity.

The biggest challenge in learning physical education is how the positive impact felt by students regarding fitness and furthermore students understand and implement an active lifestyle that is aware of Physical Literacy [3]. In line with that stated by the National Standards for Physical Education that "The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity" [4]. Physical Literacy is illustrated as motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout his life [5]. Mandigo defines physical literacy as the ability to move with competence and confidence in a variety of physical activities in various environments that are beneficial to health development [6]. A person with physical literacy has values, skills, knowledge, and disposition to engage in lifelong physical activity, and furthermore that is embedded in physical literacy "shows responsible personal and social behaviour that respects oneself and others" [7].

The idea of physical literacy is not entirely new to our society. It has been referred by a number of authors over the years, but the concept was not developed systematically until the beginning of this century [8]. The field of research that discusses physical literacy is still in its early stages [9] so that it is still rare to examine both the picture, the relationship, the application of programs to improve the physical literacy and the benefits obtained. There are now more questions than answers. To advance this field, new research efforts on physical literacy are needed to explain conceptually and effective methods of physical activity so that we can better understand the course of physical literacy.

Still new about the concept of physical literacy in physical education in Indonesia encourages the writer to conduct research looking at the picture of physical literacy that has been achieved by elementary school students. It is a reference whether the goal of physical education at the elementary level in developing individuals who have physical literacy in terms of knowledge, skills, and confidence to do physical activities for life has been achieved [3,4].

## II. METHOD

The method used is a survey with data collection techniques using The Canadian Assessment of Physical

Literacy (CAPL). The survey method was chosen because it fits perfectly with the criteria of this study which aims to find out the profile or description of Ujung Berung Primary School students' physical literacy. As is known this study does not make changes (no special treatment) to the variables studied and research conducted for take a generalization from an in-depth observation

**A. Population and Sample**

The population used by researchers was Grade 6 elementary school students in Ujung Berung 4 Elementary School, totalling 105 people. The reason researchers chose the population in Class 6 because the researchers wanted to see how far the results of learning Physical education, they got in elementary school for 6 years.

The technique in determining the sample used is Systematic sampling. The researcher gives a serial number to all members of the population (number 1 to 105), and the method of selecting the sample of the researcher uses a strategy of multiples of five of the serial number so that members of the population of multiples of five are selected as samples. Then 21 students of Ujung Berung 4 Elementary Schools will be selected as the research sample.

**B. CAPL as A Research Instrument**

The instrument used by researchers is CAPL, CAPL is the first comprehensive protocol that can accurately and reliably assess the broad spectrum of capabilities and contribute to characterizing the level of physical literacy of participating students [10,11]. In accordance with the definition of internationally accepted physical literacy, CAPL is designed to combine Motivation and Confidence Domain assessments, Knowledge and Understanding Domains, Physical Competence Domains, Daily Behaviour Domains [11].

**C. Data Analysis Technique**

This research is a survey research that aims to provide a real picture in accordance with what is in the field about the profile of physical grade students of grade 6 in Ujung Berung Elementary School 4. The data analysis technique used is descriptive statistical techniques. Data analysis used from this study uses quantitative descriptive analysis techniques with percentages.

$$\text{Percentage of results (\%)} P = \frac{f}{n} \times 100\%$$

**III. RESULT AND DISCUSSION**

**A. Results**

In this study the instrument used was CAPL, to get the results of research using CAPL there are four domains that cannot be separated. The four domains are motivation and self-confidence, knowledge and understanding, physical competence, daily behaviour.

The calculation of the overall physical literacy score (CAPL Score) is carried out using the formula below:

**TABLE I. CAPL TOTAL SCORE.**

Daily behaviour (range 0 to 32) + Physical Competence (range 5.2 to 32) + Motivation and confidence (range 1.5 to 18) + Knowledge and understanding (range 0.63 to 18) = Total CAPL score (range 3.07 to 100)
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**TABLE II. PHYSICAL LITERACY (CAPL) GRADE 6 OF UJUNG BERUNG 4 ELEMENTARY SCHOOL**

Sample	Age	Daily Behaviour Score	Physical Ability Score	Motivation and Confidence Score	Knowledge Score	CAPL Score
1	12	20	20.6	15.3	13	53.6
2	12	19	18.2	15	15	67.2
3	12	19.5	19	8.9	10	48.5
4	12	20.5	16.3	8.4	11	47.8
5	12	18.5	20	9.1	11	49.5
6	12	14.5	22.1	14	15	65.6
7	12	16	19	10.7	12	47
8	11	17	20.8	8.1	6	43.8
9	12	18.5	26.4	11.9	11	55.9
10	12	22	16.7	8.1	11	49.7
11	12	20.5	18.6	7.9	7	46.1
12	11	21.5	18.4	14.9	14	53.9
13	12	16.5	23.1	8.5	12	51.6
14	12	16.5	23.7	8.6	9	49.2
15	12	16.5	25.6	11.3	11	53.1
16	12	21	20.4	8.9	12	53.4
17	12	13.5	20	8.9	8	41.5
18	12	18	20	9.5	9	47
19	12	15.5	16.5	8.3	10	42
20	12	20.5	20	8.8	11	51.5
21	12	15.5	20.4	15.1	13	48.9

After the results of the physical literacy (CAPL) are known, the researcher then interprets the score based on the table below:

**TABLE III. INTERPRETATION OF OVERALL PHYSICAL LITERACY SCORE [10]**

	Beginning	Progressing	Achieving	Excelling
Physical Literacy Overall (max 100)	< 43.8	43.8 to 63.8	> 63.8 to 74.0	> 74.0
8	< 39.2	39.2 to 61.5	> 61.5 to 72.6	>72.6
9	< 47.3	47.3 to 63.7	> 63.7 to 72.0	> 72.0
10	< 41.2	41.2 to 61.6	> 61.6 to 71.7	>71.7
11	< 44.8	44.8 to 66.7	> 66.7 to 77.6	> 77.6
12	< 41.3	41.3 to 64.0	> 64.0 to 75.3	> 75.3
Frekuensi	1	18	2	0
%	4.76	85.71	9.52	0

From the results of the overall Physical literacy test and interpreting it, the "Beginning" is 4.76% (1 child), the "Progressing" category is 85.71% (18 children), the "Achieving" category is 9.52% (2 children), the "Excelling" category is 0 % (0 children). Whereas based on the average value of 50.8, the Profile of Physical Literacy of Students in Grade 6 of SD Ujung Berung T scores included in the "Progressing" category.

### B. Discussion

This study aims to determine the condition / picture / profile of physical literacy owned by grade 6 students of Ujung Berung Elementary School in Bandung. Physical literacy is defined as 'motivation, confidence, physical competence, understanding and knowledge to maintain physical activity at an appropriate level individually, throughout life' [12]. Based on the analysis that has been done shows that there are 4.76% of students in the Beginning category, 85.71% of students in the "Progressing" category, 9.52% in the "Achieving" category, and no students in the "Excelling" category. The data confirms that the facts that occur at this time are elementary school students, especially in Ujung Berung Elementary School in Bandung. Most students are sampled in the Progressing category where children develop on their physical literacy journey having physical, knowledge, motivation or daily behaviour that is typical for children of the same age.

The above statement must be the concern of the teacher, parent or trainer because the physical literacy is the main objective of physical education, but it must be noted that the physical literacy can be developed in various ways (for example, sports, recreation, family) and not exclusive to physical education [13]. Castelli et al note that even in schools, a comprehensive approach is more than just physical education [4].

The results of the data that occur in Ujung Berung Elementary School should not be punished as the final journey of students in achieving a higher level of physical literacy, there are still levels of formal education in junior and senior high schools that can be used as our media so students get it, especially in physical education programs at school. Physical education in schools should focus on developing special activity skills and direct fitness and be more concerned with the development and maintenance of competencies that are fully realized, along with a positive attitude towards the scope of human activities [12]. The hope is that quality physical education programs, provided by a teacher are highly trusted to produce fine motor skills, awareness of the benefits of physical activity, regular participation in physical activity, achievement of physical fitness, and the importance of a physically active lifestyle.

### IV. CONCLUSION

This is the first step in the study of physical literacy. In order for the concept of physical literacy to succeed when other efforts to promote physical activity have largely failed, there must be substance to claims made by supporters [14]. To show this "substance", physical literacy must be operationalized into research, and translated from research into practice both of which cannot be achieved without information, reflective physical education teachers and classroom teachers who teach physical education. The field of physical literacy research is in its infancy.

In this study, the Physical Literacy Profile of Class 6 SD Ujung Berung Students falls into the "Progressing" category. So, the researcher gives the conclusion that the results of this study are not the end of a student's journey to always live actively. So, to advance this field, new research efforts are needed to better explain effective methods for monitoring physical literacy so that we can better understand the journey of physical literacy.

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