

# The Perceptions of Undergraduate (S1) Students of Physical Education, Health, and Recreation on Non-Formal Education Course in Regular Class of Odd Semester 2017/2018

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**Abstract—** The present research is aimed to analyze and study students' perceptions on Non-formal Education course. This research was survey research with quantitative descriptive approach. The instrument of the research used questionnaire and the indicators were knowledge, proficiency and learning process. Sample of the research was 20 students and it was collected by using purposive random sampling. Further, the obtained data was analyzed by using quantitative descriptive. The results show that the data of the fifth semester students' perceptions of Physical Education, Health, and Recreation (PEHR) on Non-formal Education was 90.576% and it was interpreted in very high category means that the lecturer's proficiency was very high. The knowledge indicator was 75.535% and it was interpreted as quite high, it means that the lecturer had high knowledge and he knew enough about the course he was teaching. The indicator of learning process was 79.125% and it was categorized as quite high. It means that teaching and learning process satisfied the teaching and learning activities (KBM) planned in Semester Learning Plan (RPS). Based on the results it can be concluded that the lecturer was in high category. The category was interpreted from the average results of the research of 81%. The suggestion given to the lecturer of the course is that he should improve his students' perception level by adding quantity of the meeting in learning process due to additional tasks in management series, so that there is still 19% to be achieved.

**Keywords—** Students' Perceptions of PEHR, Non-formal Education Course. (key words)

## I. INTRODUCTION

Learning in University should pay attention to input and output process element, so that it is directly proportional to the goals to be achieved. University in doing its learning process should have road map/clear and structured rules that have to run, in the academic there should be CPM and CPMK in every course. CPM and CPMK must be described in RPS so it does not deviate from the rules and there should be a progress in learning process, and a lecturer or instructor in doing his task

and function needs an evaluation and feedback from outside parties, in order to make his teaching process not to be out of the existing road map. The road map is reflected by the achievement of the course in the RPS (Semester Learning Plan).

In addition to looking out from the point of view of achievement in the RPS, the researcher also observes the characteristics of the students in Non-formal Education course, from the knowledge they have gained, the maturity of their attitude and behavior, and their movement skill are different but they indicate the maturity, spirit, enthusiasm and seriousness in following the course which have high hard work, discipline, solidarity and team work among them.

Another side of students' point of view in giving their perceptions and assessments, perception of the lecturer's seriousness in teaching Non-formal Education course, perception of the skill in teaching, perception of spirit, the lecturer's attention in teaching, perception of the lecturer's proficiency towards students in teaching, perception of quantity of meeting in lecture, and perception of the lecturer's activities in department management in developing institution of the course.

Demanding that the lecturer has tasks in teaching, observing and devotion, then he is responsible for the tasks, but there are also some lecturers that get additional tasks from the head to help department management, and sometimes the tasks are time-consuming because they should teach and do the job in management. Occasionally, department management tasks are incidental (if there is a guest, visit, etc.) and need to do immediately, or the tasks are routine programs to serve students, so it is necessary to manage time and good personal management, this kind of situation and deficiency is realized, and the lecturers try to change the lecture at certain time and day, but it is not maximal because students have difficulty when there is a change of lecture time, because the schedule has been made in the system, moreover Non-formal Education

has 6 study groups/classes, in one day there are 3 parallel study groups, means that in two days there are 6 parallel study groups, so that a good coordination is needed if there is a change of lecture time so it does not collide with the other courses.

With the heavy course load in the fifth semester then students' perceptions on Non-formal Education needs to be observed. The forming of perception is started by observation through the connection of seeing, touching, feeling, and accepting something and then one will select, organize, and interpret the information he gets as a meaningful description. The observation is affected by past experience and attitude of an individual. Typically this perception is applied for himself and not to others. Besides, it does not last a lifetime and can change with the development of experience, changing needs, and attitudes of a person both male and female. Perception has two meanings, direct response or acceptance from a process and a process of knowing some things through one's senses, in Indonesia Dictionary (2005: 863). According to Toha [1], perception is a cognitive process experienced by every person in knowing the information of his environment from his sight, hearing, appreciation, feeling and smell. Whereas according to Sugiharto [6], perception is the ability of the brain to translate the stimulus or process of translating the stimulus comes to human senses.

Perception is divided into two forms, positive and negative. Furthermore, Robbins [5], adds that positive perception is an individual assessment on an object or information with positive view or as expected of the perceived object or rules. While negative perception is an individual assessment on an object or information with negative view and it this is contrary to the expected of the perceived object or rules. The cause of one's negative perceptions may because of individual dissatisfaction with an object that is the source of his perception, individual ignorance and the absence of individual experiences against a perceived object, and otherwise positive perception may because of individual satisfaction with an object that is the source of his perception, the presence of individual knowledge and the presence of individual experiences against a perceived object.

Based on the opinions it can be concluded that perception is a direct response of every person that may be both positive and negative in understanding information about the surroundings through his senses. There are some factors that affect perception, according to Baltus [2], the factors are (1) ability and physical limitations and senses (2) environmental conditions (3) past experiences (4) needs and desires and (5) beliefs. Based on the opinions, it can be known that the factors are from the inside and outside of an individual. The factors come from the inside of an individual are ability and physical limitations and senses, past experiences, needs and values he have, and selective attentions. Factors come from the outside of an individual are traits of excitement and environmental conditions. So the factors make a perception of each person different to an object.

Whereas according to Veithzal Rivai [9], one's attitude based on the perception is about what the reality is not the reality itself, so the same object can be perceived by an

individual differently, it is affected by some factors: (1) factors of the perceiver, including: attitude, motive of interest, interest, experience, and expectation of the individual; (2) factors of a perceived object or target, including: new things, movement, sound, size, background, and proximity; and (3) context situational factors where the perception is done, including: time, condition of the place and social condition.

From the experts' opinions, it can be concluded that perception is a response, assessment or one's response on an object or certain event. In the present study, there are three factors that affect the formation of the students towards the use of learning facilities: (1) factors of the perceiver, including: attitude, motive of interest, interest, experience, and expectation of the students towards learning facilities; (2) factors of a perceived object or event (learning facilities), including: arrangement and maintenance of learning facilities; and (3) context situational factors where the perception is done, including: time, condition and quality of learning facilities.

## II. MATERIAL AND METHOD

The research method is a way taken by researchers to collect empirical data using data collection tools. The present research used quantitative approach. In is in accordance with Sugiyono's [7] opinion that quantitative research is a research approach that the research data are numbers, and the analysis uses statistic. The type of research in this research was descriptive research. It is descriptive because the research aims to view and describe the fifth semester students' perceptions of PEHR in following Non-formal Education course academic year 2017/2018.

Riduwan and Akdon [4] explain that sample is a part of population which has certain features or conditions that will be examined. Not all of the data and information will be processed and not all of the people will be examined but simply by using the representative sample.

There were two types of sampling techniques used in this research, according to Riduwan and Akdon [4] they were probability sampling and nonprobability sampling. In determining the number of samples, the researcher referred to table determination of the number of samples from Sugiyono [7], with the level of error interval 5%. The sample was 22 students.

According to Riduwan [3] research instrument is used to measure the value of variables to be studied. Meanwhile according to Arikunto [9], instrument is an assistance tool chosen and used by the researcher, in his activity to collect data in order to make the activity systematic and easy. Based on the definition, this research used questionnaire and inquiry as the instruments.

Data analysis is an activity done after all respondents or sources of data were collected. In this research the technique used was descriptive analysis data.

TABLE I. PERCENTAGE INTERPRETATION

Percentage	Classification
90%-100%	Very High
80%-89%	High
70%-79%	Quite High
60%-69%	Medium
50%-59%	Low
49% below	Very Low

TABLE II. THE RESULTS OF THE FIFTH SEMESTER STUDENTS OF PEHR ON NON-FORMAL EDUCATION COURSE

The number of respondents 20 students	Indicator		
	Proficiency	Knowledge	Teaching and Learning Process
Σ	942	423	633
%	90,576	75,575	79,125
total %	245,236		
mean %	81,745		

### III. RESULTS AND DISCUSSION

Based on the results of inquiry, new students' perceptions on Non-formal Education was 90.576% for the indicator of the lecturer's proficiency, 75.575% for the lecturer's knowledge of Non-formal Education and the indicator of teaching and learning process was 79.125%.

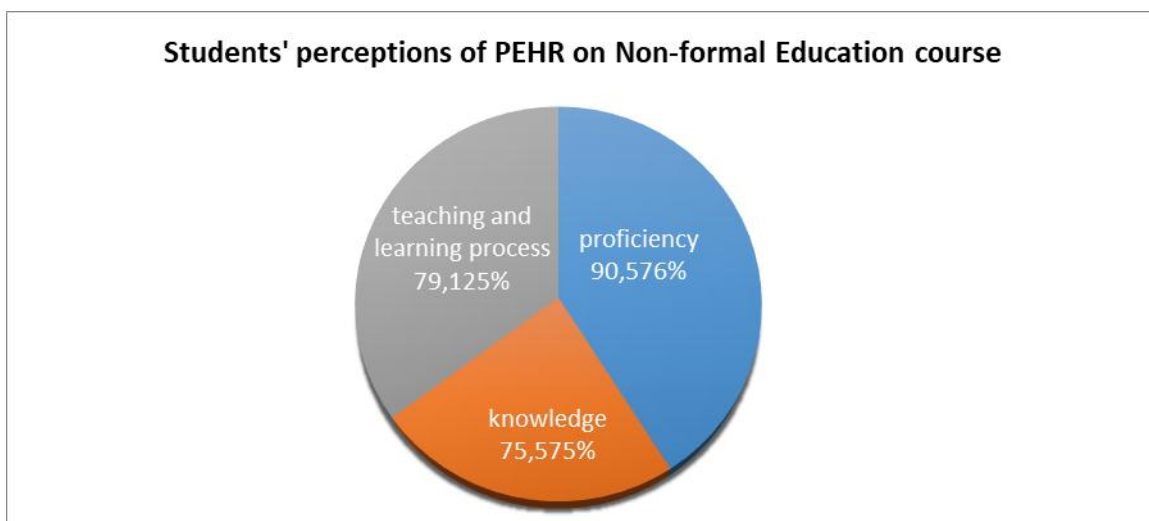
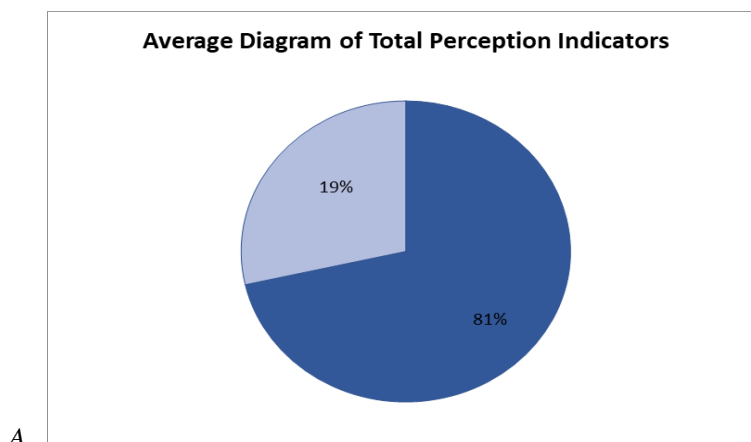


Figure 1. Diagram of Perception Indicators

In total, the average was 81,745%. The expectation is the average is 100% because it is expected that the lecturer is able

to master everything in teaching process. However, there was a 19% gap.



A.

Figure 2 Average Diagram of Total Perception Indicators

The fifth semester students' perceptions of PJKR FIK UNNES on Non-formal Education course was 81.745% and it was interpreted as high category, it means that the lecturer's proficiency in teaching Non-formal Education course had high proficiency or that students' perceptions on the lecturer's proficiency was high. This indicator can be seen from students' satisfaction in accepting the achievement of the course for their knowledge, attitude and skill, moreover in the end of the course the evaluations were carried out in an open space, including practicing outbound, exploring, individual and group creativity, and ended by rafting.

#### IV. CONCLUSION

Based on the results it can be concluded that the lecturer was in high category. It was interpreted from the average results of 81%. The lecturer of Non-formal Education course was considered as high in doing the criteria and achievement planned in learning plan. The suggestion is given to the lecturer of the course to improve students' perceptions level because

there is still 19% to be achieved if students are expected to have 100% perception or very high category.

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