



Physical Literacy Profile of Students at Titian Teras High School **H. Abdurrahman Sayoeti**

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ABSTRACT

Physical literacy is an important aspect in supporting student engagement in physical activities on an ongoing basis. Information about students' physical literacy profiles is needed as a basis for developing physical education learning in schools. This study aims to determine the physical literacy profiles of students at SMAN Titian Teras H. Abdurrahman Sayoeti. This study used a quantitative descriptive method. The research subjects consisted of 117 students at SMAN Titian Teras H. Abdurrahman Sayoeti. Data collection was carried out using an instrument adapted from the Adolescence Physical Literacy Questionnaire (APLQ). Data analysis used descriptive percentage techniques. The results showed that the students' physical literacy profile was in the very good category at 17.09%, the good category at 50.43%, the moderate category at 29.91%, the poor category at 1.71%, and the very poor category at 0.85%. These findings indicate that the majority of students have a good level of physical literacy, reflecting their abilities, motivation, cognitive and affective aspects in performing physical activities. Based on the research results, it can be concluded that the physical literacy profile of students at SMAN Titian Teras H. Abdurrahman Sayoeti is generally in the good category.

Keywords: *Physical Literacy, High School Students, APLQ, Physical Education*

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INTRODUCTION

Physical literacy is a concept that is gaining increasing attention in the field of physical education and health. According to Whitehead (2019), physical literacy can be defined as an individual's ability to develop the physical competencies, knowledge, motivation, and attitudes necessary to engage in physical activity effectively and sustainably throughout their life. Furthermore, according to Rudd et al. (2020), physical literacy is the belief, desire, and skills necessary for everyone to live an active life throughout their lives. This concept is defined as “motivation, self-confidence, physical competence, knowledge, and understanding to appreciate, take responsibility for, and maintain physical goals or activities throughout life” (Kukuh et al., 2023). Therefore, participation in physical activities and the concept of physical literacy itself play a very important role in improving physical and cognitive quality Lundvall ; Roetert & MacDonald ; Whitehead et al. in (Angga et al., 2024). Based on the opinions of various experts, it can be concluded that physical literacy is a

comprehensive ability that encompasses physical, cognitive, affective, and social aspects in supporting an individual's active participation in physical activities throughout their life. This concept does not only emphasize physical skills, but also includes motivation, self-confidence, knowledge, and understanding that enable individuals to appreciate and take responsibility for physical activity. Thus, the development of physical literacy plays an important role in improving quality of life through a balance between physical fitness and cognitive and social development of individuals. Physical literacy is not only considered a concept that encompasses cognitive, affective, and social aspects. Physical literacy includes basic movement skills such as running, jumping, throwing, catching, and maintaining balance, as well as aspects of growth and feelings, according to Hulteen (Ihsan, 2022). This is in line with the opinion of Jeki & Wulansari (2023) During adolescence, rapid growth occurs, as well as puberty, namely physical growth, mental-cognitive and psychological development, and reproductive growth and development, which regulate sexual function. Adolescence is generally considered to be the healthiest period of life. Therefore, to improve the physical literacy of children and adolescents, various interventions have been developed. Ranging from school-based programs to community programs, these programs vary greatly in their approach, duration, and location (Ihsan, 2022).

According to Rudd et al. (Haris et al., 2025), physical literacy is the confidence, desire, and skills necessary for everyone to live an active life throughout their lives. Furthermore, physical literacy is the confidence, desire, and ability necessary for everyone to live an active life throughout their lives. Children's ability to be more active in improving basic motor skills is proportional to their increased participation in sports and physical activities, and is inversely related to their body weight (Kusuma & Hidayatullah, 2024). This is in line with the opinion of Andika et al. (2025). Physical literacy is a person's ability to utilize movement abilities, knowledge, and desire to participate in physical activities throughout their life. Literacy is used in education to assess students' mastery and overall conceptual understanding. As mentioned earlier, physical literacy is a more complex concept than is commonly thought. The concept to be evaluated must include aspects such as knowledge requirements, skill standards, knowledge of national health guidelines, and the desire to exercise (Lundvall, 2015).

According to Dudley (2015), physical literacy can be defined as a general concept that encompasses knowledge, skills, understanding, and values related to responsibility for physical activity and human movement that is purposeful throughout life, regardless of physical or mental barriers. Physical literacy consists of four main components that can be

observed and assessed in student behavior. These elements can be observed and assessed through learning:

1. Movement ability
2. Movement rules, tactics, and strategies
3. Ability to propel and perform movements; and
4. Social and personal movement characteristics.

The concept of physical literacy can be applied to all age groups, not only children but also adults. Physical literacy is considered a lifelong journey that is inherently part of a person's identity and unique life experience (Fortnum et al., 2025). This is in line with the opinion of (Liu & Chen) in (Rosiana et al., 2023). To help children and adolescents experience, learn, and develop, physical educators and sports coaches must strive to improve physical literacy. Promoting and maintaining lifelong active participation is the ultimate goal of cultivating physical literacy, which must begin at an early age.

According to Wibowo & Susongko (2023), physical literacy needs to be selected, planned, and delivered in such a way that it becomes the main focus of student learning. Lesson materials must be designed to increase motivation and self-confidence, as well as knowledge and understanding (cognitive) and behavior (affective). Based on the statements of the experts above, it can be concluded that physical literacy is defined as a broad framework that includes values, confidence, desire, knowledge, movement skills, and movement skills that enable people of all ages to participate actively in physical activities throughout their lives regardless of physical or mental barriers. This concept is more than just basic skills. It includes four main components that can be observed and assessed in student behavior: movement abilities, rules, tactics, and movement strategies, the ability to initiate and perform movements, and the social and personal characteristics of movement. Educators must create physical education programs that focus on students' intrinsic motivation, cognitive development (knowledge and understanding), and affective development (behavior and self-confidence), starting from an early age to encourage people to be physically active on an ongoing basis. Therefore, it is very important to produce a generation that has good physical literacy and is physically healthy and independent.

In conclusion, physical literacy is a comprehensive concept that encompasses basic motor skills, physical and psychological growth, as well as motivational factors and knowledge. To optimize physical literacy in children and adolescents, structured interventions are needed in schools and communities so that they grow into active, healthy, and confident individuals throughout their lives.

METHOD

This study used a quantitative descriptive design with a survey method to describe the physical literacy profile of students at SMAN Titian Teras H. Abdurrahman Sayoeti. The research was conducted at SMAN Titian Teras H. Abdurrahman Sayoeti. The population in this study consisted of 774 students. Sampling was carried out using proportional stratified random sampling techniques by taking 15% of the total population, resulting in 117 students as research samples.

According to Sugiyono (2019), a questionnaire is a set of written statements or questions given to respondents systematically with the expectation that they will answer them. Data collection was conducted using a questionnaire adapted from the Adolescence Physical Literacy Questionnaire (APLQ) developed by Mohammadzadeh (2022) and translated into Indonesian by Fatimah (2024). The research instrument was first tested to determine its validity and reliability. The validity test results showed that there were five statements that were declared invalid and discarded, namely items 3, 11, 12, 21, and 24, so they were not used in the research data collection. The reliability test results showed a Cronbach's Alpha value of 0.940, indicating that the instrument had a very high level of reliability.

Tabel 1. Guidelines for converting five-point scale scores

No	Score Range	Category
1	20 - 36	Very poor
2	37 - 52	Poor
3	53 - 68	Fair
4	69 - 84	Good
5	85 - 100	Very good

The data obtained was analyzed using descriptive statistical techniques to describe the physical literacy profile of students at SMAN Titian Teras H. Abdurrahman Sayoeti in the form of percentages.

RESULTS AND DISCUSSION

Result

The results of this study are a description of the data that has been collected, specifically the physical literacy profiles of students at SMAN Titian Teras H. Abdurrahman Sayoeti. This study was conducted using a one-shot measurement method. The frequency

distribution of the physical literacy profiles of students at SMAN Titian Teras H.Abdurrahman Sayoeti can be seen in the table below:

Tabel 2. Physical literacy profile assessment standards

No	Interval	Category	Frequency	Percentage (%)
1	20 - 36	Very poor	1	0,85%
2	37 - 52	Poor	2	1,71%
3	53 - 68	Fair	35	29,91%
4	69 - 84	Good	59	50,43%
5	85 - 100	Very good	20	17,09%
Total			117	100%

Based on the frequency distribution table, it is known that most respondents are in the “Good” category, namely 59 students (50.43%). Furthermore, 35 students (29.91%) are in the “Fair” category, 20 students (17.09%) are in the “Very Good” category, 2 students (1.71%) are in the ‘Poor’ category, and only 1 student (0.85%) is in the “Very Poor” category.

Based on the table above, it can be seen that most students at SMAN Titian Teras H.Abdurrahman Sayoeti, namely 50.43%, are in the “Good” category. Thus, it can be concluded that the overall physical literacy level of students is in the “Good” category.

1. Physical literacy results of male students at Titian Teras H.Abdurrahman Sayoeti Senior High School.

The frequency distribution of the physical literacy profiles of male students at SMAN Titian Teras H.Abdurrahman Sayoeti can be seen in the table below:

Tabel 3. Assessment Standards for the Physical Literacy Profile of Male Students

No	Interval	Category	Frequency	Percentage (%)
1	20 - 36	Very poor	0	0%
2	37 - 52	Poor	0	0%
3	53 - 68	Fair	11	18,64%
4	69 - 84	Good	35	59,32%
5	85 - 100	Very good	13	22,03%
Total			59	100%

Based on the frequency distribution table, it is known that most respondents are in the “Good” category, namely 35 students (59.32%). Furthermore, 13 students (22.03%) were in the “Very Good” category, 11 students (18.64%) were in the “Average” category, and no respondents were found in the ‘Poor’ and “Very Poor” categories, so each category had 0 students with a percentage of (0%).

Based on the table above, it can be seen that most male students at SMAN Titian Teras H.Abdurrahman Sayoeti, namely 59.32%, were in the “Good” category. Thus, it can be concluded that the physical literacy level of male students was in the “Good” category.

2. Physical literacy results of female students at SMAN Titian Teras H.Abdurrahman Sayoeti.

The frequency distribution of the physical literacy profile of female students at SMAN Titian Teras H.Abdurrahman Sayoeti can be seen in the table below:

Tabel 4. Assessment Standards for Physical Literacy Profiles of Female Students

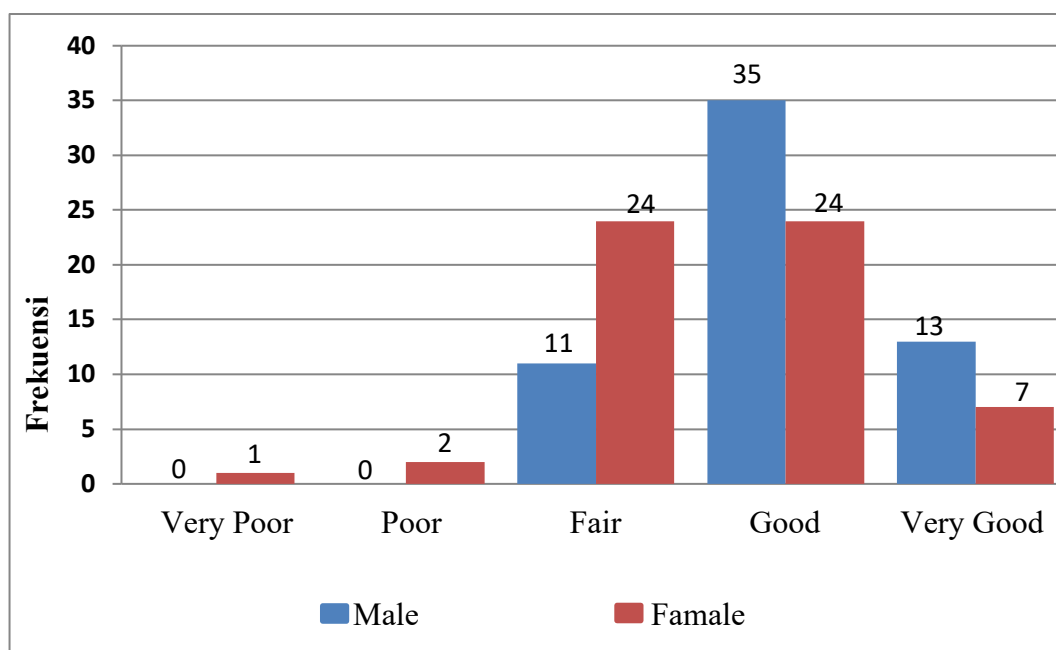
No	Interval	Category	Frequency	Percentage (%)
1	20 - 36	Very poor	1	1,72%
2	37 - 52	Poor	2	3,45%
3	53 - 68	Fair	24	41,38%
4	69 - 84	Good	24	41,38%
5	85 - 100	Very good	7	12,07%
Total			59	100%

Based on the frequency distribution table, it is known that most respondents are in the “Moderate” and “Good” categories and have the same proportion of respondents, namely 24 students (41.38%). Furthermore, there are 7 students (12.07%) in the “Very Good” category, 2 students (3.45%) in the ‘Poor’ category, and only 1 student (1.72%) in the “Very Poor” category.

Based on the table above, it can be seen that most of the female students at SMAN Titian Teras H.Abdurrahman Sayoeti, namely 41.38%, were in the “Moderate” and “Good” categories and had the same proportion of respondents, namely 24 students. Thus, it can be concluded that the level of physical literacy of male students was in the ‘Moderate’ to “Good” category.

Next, a comparison was made between male and female respondents. The following is an overview of the physical literacy profile of SMAN Titian Teras H.Abdurrahman Sayoeti with

59 male students and 58 female students, as shown in the following figure:



Gambar 1. Comparison of the frequency of male and female students

Based on the comparison between male and female students, the figure above shows the frequency comparison of male and female students in each category. In the very poor category, there were no male students, while there was one female student. In the poor category, there were also no male students, while there were two female students. In the moderate category, there are more female students, namely 24, compared to male students, who number 11. Furthermore, in the good category, male students dominate with 35, while there are 24 female students. In the very good category, there are 13 male students and 7 female students. In general, male students were more numerous in the good and very good categories, while female students were more numerous in the moderate and good categories. It can be concluded that there is a difference in the level of physical literacy between the two groups. In general, male students tend to have a higher level of physical literacy than female students. The comparison results show that the majority of male students were in the “good” category, with a total of 35 students. Meanwhile, female students were more likely to be in the “moderate” and “good” categories, with 24 students. This may also be influenced by differences in the intensity of physical activity, interest in sports, and movement habits in daily life.

Discussion

This study aims to examine the level of physical literacy among students at SMAN Titian Teras H. Abdurrahman Sayoeti. The research instrument used a questionnaire adapted

from the Adolescence Physical Literacy Questionnaire (APLQ) developed by Mohammadzadeh (2022) and translated into Indonesian by Fatimah (2024). The research instrument was first tested to determine its validity and reliability. The validity test results showed that there were five statements that were declared invalid and discarded, namely items 3, 11, 12, 21, and 24, so they were not used in the research data collection. The reliability test results showed a Cronbach's Alpha value of 0.940, indicating that the instrument had a very high level of reliability.

This study aims to examine the level of physical literacy among students at SMAN Titian Teras H. Abdurrahman Sayoeti. Based on the results of the study above, it can be seen that most respondents were in the “Good” category, namely 59 students (50.43%). Furthermore, 35 students (29.91%) were in the “Moderate” category, 20 students (17.09%) were in the “Very Good” category, 2 students (1.71%) were in the ‘Poor’ category, and only 1 student (0.85%) was in the “Very Poor” category. It can be seen from the percentage of the physical literacy profile of students at SMAN Titian Teras H. Abdurrahman Sayoeti that the majority (50.43%) stated that they were “Good” in the physical literacy profile conducted during the previous week. Therefore, it can be concluded that the physical literacy profile of students at SMAN Titian Teras H. Abdurrahman Sayoeti is in the “Good” category.

Based on the results of the physical literacy level grouping of students at SMAN Titian Teras H. Abdurrahman Sayoeti, it can be concluded that most students are in the good and moderate categories. This shows that students' motor skills, self-confidence, motivation, and understanding of the importance of physical activity are quite developed, although not yet fully maximized. Students in the good category are quite active and have adequate motor skills. Meanwhile, students in the moderate category still need improvement, especially in terms of motivation, self-confidence, and the habit of doing physical activities during and outside of school hours. This is also supported by the school curriculum, which encourages students to be active in physical activities with the aim of producing the best graduates for careers as prospective civil servants with high physical and academic qualities.

On the other hand, there are still students who fall into the poor and very poor categories. This group shows a low level of physical literacy, both in terms of knowledge, attitude, low self-confidence, and motor skills. This may be due to a lack of physical activity, minimal support from the surrounding environment, as well as the students' limited experience of movement and ineffective learning provided by teachers and extracurricular sports activities that are not running well. This condition indicates that schools need to pay more attention through more interesting and varied physical education lessons that are able to

encourage all students to be more active and also run sports extracurricular activities so that they are more active at school. Overall, the results of this study confirm that the development of physical literacy must be carried out comprehensively and continuously. Improvement efforts should not only focus on physical abilities but also build motivation, self-confidence, and students' understanding of the importance of physical activity for lifelong health.

CONCLUSION

Based on the research results, it can be concluded that in this study, the physical literacy category of students at SMAN Titian Teras H.Abdurrahman Sayoeti Overall, they are in the following categories: “Very Good” at 17.09%, “Good” at 50.43%, “Moderate” at 29.91%, ‘Poor’ at 1.71%, and only 0.85% in the “Very Poor” category. From these results, we can conclude that the physical literacy profile of students at SMAN Titian Teras H.Abdurrahman Sayoeti is in the “Good” category. This shows that students' motor skills, self-confidence, motivation, and understanding of the importance of physical activity have developed sufficiently, although not yet to their full potential.

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