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

1st Soegiyanto
dept. of Sports Science, Faculty of Sports Science
Universitas Negeri Semarang
Semarang, Indonesia
soegiyanto.ks@mail.unnes.ac.id

2nd Ipang Setiawan
dept. of Physical Education, Health, and Recreation, Faculty of Sports Science
Universitas Negeri Semarang
Semarang, Indonesia
Ipang_setiawan@mail.unnes.ac.id

3rd Dhimas Bagus Dharmawan
department of Sport Education, Postgraduate
Universitas Negeri Semarang
Semarang, Indonesia
dhimasbagusd@gmail.com

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 (KBMI) 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
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 line 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 students’ perceptions towards the use of learning facilities in Non-formal Education.

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 individual; (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.
### TABLE I. PERCENTAGE INTERPRETATION

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%-100%</td>
<td>Very High</td>
</tr>
<tr>
<td>80%-89%</td>
<td>High</td>
</tr>
<tr>
<td>70%-79%</td>
<td>Quite High</td>
</tr>
<tr>
<td>60%-69%</td>
<td>Medium</td>
</tr>
<tr>
<td>50%-59%</td>
<td>Low</td>
</tr>
<tr>
<td>49% below</td>
<td>Very Low</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Proficiency</th>
<th>Knowledge</th>
<th>Teaching and Learning Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Σ</td>
<td>942</td>
<td>423</td>
<td>633</td>
</tr>
<tr>
<td>%</td>
<td>90,576</td>
<td>75,575</td>
<td>79,125</td>
</tr>
<tr>
<td>total %</td>
<td>245,236</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mean %</td>
<td>81,745</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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%.

### III. RESULTS AND DISCUSSION

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.

---

![Figure 1. Diagram of Perception Indicators](image)

![Figure 2 Average Diagram of Total Perception Indicators](image)
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.

REFERENCES