

Correlation Between the Cognitive Aspect, Konative Attitude, and the Motivation Towards the Physical Literacy of the Students of Physical Education for Elementary School Study Program of Undergraduate Program



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ABSTRACT: This research aims to determine: (1) to describe the correlation between the cognitive aspects and the physical literacy of the students of Physical Education for Elementary School Study Program, (2) to describe the correlation between the conative attitudes and the physical literacy of the students of Physical Education for Elementary School Study Program, (3) to describe the correlation between the motivation and the physical literacy of the students of Physical Education for Elementary School Study Program, and (4) to describe the magnitude of the correlation of cognitive aspects, conative attitudes, and motivation towards the physical literacy of the students of Physical Education for Elementary School Study Program. This research used a descriptive quantitative method with a correlation approach. The correlational method was used to 1) measure the correlation between various variables, 2) predict the dependent variables from our knowledge of the independent variables, and 3) pave the way for creating experimental research designs. The research population was the students of Physical Education for Elementary School in the 2021 and 2022 undergraduate programs, a total of 268 students. The sampling technique used the Slovin formula with a significance level of 5% totaling 160 students. The data analysis technique used multiple regression test. The research instrument was a questionnaire. The results show that (1) the cognitive aspect variable concludes that the students of Physical Education for Elementary School Study Program Undergraduate Program are in the moderate category with a percentage of 57% (91 people) and there is a correlation between the cognitive aspect and physical literacy with a significance value of 0.044. (2) The conative attitude variable concludes that students of Physical Education for Elementary School Study Program Undergraduate Program are in the moderate category with a percentage of 37% (59 people) and there is a correlation between conative attitudes towards physical literacy with a significance value of 0.018. (3) The motivational variable conclude that students of Physical Education for Elementary School Study Program Undergraduate Program are in the moderate category with a percentage of 54% (86 people) and there is a correlation between motivation and physical literacy with a significance value of 0.046. (4) The physical literacy variable concludes that the physical literacy of students of Physical Education for Elementary School Study Program Undergraduate Program are in the moderate category with a percentage of 48% (77 people) and there is a correlation between cognitive aspects, conative attitudes, and motivation towards physical literacy with a significance value of 0.043.

KEYWORDS: cognitive, physical literacy, motivation, conative attitude.

INTRODUCTION

In the preamble of the 1945 Constitution, it is explained that education is very important and has become the main goal of the State of Indonesia. This goal is contained in the objectives of national education, namely the development of the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In the National Education System Law Number 20 of 2003, article 1 paragraph (1) states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state.

Education is an effort to help the souls of students both physically and mentally, from their nature towards humane and better civilization. (Sujana, 2019). Education is a continuous and never ending process (*never ending proces*), so that it can produce sustainable quality, which is aimed at the realization of future human figures, and is rooted in the cultural values of the nation and

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Pancasila. Education must foster the nation's philosophical and cultural values as a whole and as a whole. Winoto (2020) argues that in the perspective of formal education, education is a process and a conscious effort to increase students' potential (academic, emotional, and spiritual) so that it can develop optimally.

Education has many scientific fields ranging from social science, politics, economics, religion, and even the universe which is in one unit of science. One of the branches of science related to physical and spiritual health is physical education, where physical education focuses on activities and games that support growth and development, especially from children to adults.

Sports education is also the same as other scientific branches, in which there are basic rules of scientific principles, formulas, and exact science in solving a problem related to human physical and psychological. Sports education also plays an important role in supporting the growth and development of children until they become adults.

Sports education is only one of the branches of science that is underestimated by most people, on the other hand there are still many branches of science that are less important to the general public. Whereas from all branches of science it is a human provision in navigating his life. Each branch of science will support us in conducting further studies after undergraduate education. Physical Education Sports and Health which is an integral part of overall education aims to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral action, aspects of a healthy lifestyle and introduction to a clean environment through selected physical, sports and health activities that are planned systematically in order to achieve national education goals.

Based on the 2013 curriculum, the competency standards that must be achieved by students are affective, cognitive and psychomotor. In assessing learning in the field and in the classroom, teachers must observe and assess students based on these three aspects. Therefore, students must really understand and master the aspects of assessment and assessment procedures, especially in assessing learning outcomes.

Physical education has the same goal as the overall goal of education, because physical education is an integrated part of education in general. The goals of physical education are classified into three domains psychomotor, cognitive, and affective (Buck, Jable, & Floyd, 2004). So physical education is part of education to develop the ability of students through movement so that they can achieve health and the expected educational goals which include knowledge, skills, and attitudes. So it can be understood that the purpose of physical education is implicitly inseparable from the four domains of assessment, namely the cognitive domain, the affective domain, the psychomotor domain and physical activities. The domain of physical activity in physical education is closely related to the psychomotor domain so it can be understood that physical activity is directly related to the psychomotor domain. These domains are an integrated unit that has a relationship in the individual's identity where in an effort to develop one of the domains will have an impact on the other domains.

The cognitive domain is an area related to intellectual or logical aspects that can be measured by thought or reason, in physical education the cognitive domain is related to knowledge about PE, understanding the principles and mechanisms of motion, match rules and sports history. The affective domain is an area related to emotional aspects such as feelings, interests, attitudes, adherence to morals and so on, in physical education the affective domain is closely related to social and personality behavior such as: effort, attitude and spotivity.

The psychomotor domain is an area related to aspects of skill that involve the function of the nervous and muscular system (*neuronmuscular system*) and psychological functions, in physical education the psychomotor domain includes achievements in skills, playing ability and physical fitness of students. However, the reality of the current physical education learning process in schools is that most of what is measured is more dominant in psychomotor abilities, while only a few cognitive and affective aspects are given during the learning process. Thinking about physical education that emphasizes the physical aspect is still embedded in the mindset of physical education teachers. Specifically, physical education is also expected to teach students to be able to think scientifically and systematically according to the demands of the 21st century era (Mashud, 2015). Thus, to achieve the goals of physical education, learning in these subjects needs to be considered and should not be underestimated.

Learning is an activity of interaction between learners and their environment (students, teachers, or subject matter) someone is considered to have learned if he can show changes in himself in the form of behavior. Physical activity is an important part of human life. Physical activity can be done by doing sports, because it has been proven to nourish the body. Exercising will improve blood circulation which is useful for heart health and can improve concentration. People who understand the concept of physical literacy are able to perform several activities in their lives confidently, competently, effectively, efficiently and optimally.

Motivation to learn is a psychological factor that is a non-intellectual factor. A student who has a high enough intelligence can fail due to lack of motivation in learning. Motivation has an important role in the teaching and learning process for both lecturers and students. For lecturers, knowing the motivation to learn from students is very necessary in order to maintain and increase the enthusiasm for student learning. For students, learning motivation can foster a spirit of learning so that students are

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encouraged to carry out learning actions. Students do learning activities happily because they are motivated. Someone will learn if there is a push from within and will like the lesson if it is in accordance with their interests.

Hearing the term literacy, many people may associate the term with reading and writing activities (Nugraha & Octavianah, 2020). As time goes by and the times develop these literacy words are not only concerned with reading and writing Physical literacy by expanding the view of UNESCO above as: the ability to identify, understand, interpret, create, respond effectively, and communicate using the dimensions of human bodies in a wide range of situations and contexts. Physical literacy is the foundation for an individual that is used in various activities of daily life and in efforts to achieve performance excellence.

The problems that arise in PJSD study program students are very diverse, including the cognitive attitudes of students who are still lacking. One of them is the low interest in reading and looking for various references to support the achievement of effective learning. The next problem is the conative attitude of students, namely daily habits or behaviors that should reflect that PE students have the habit of being able to carry out activities oriented towards physical activity effectively and efficiently. Furthermore, the third problem is the motivation of PJSD students in movement activities. There are still many PJSD students who do not do additional training or independent study after getting material, one of which is movement activity.

After knowing the above problems, it is hoped that the cognitive abilities, conative attitudes and motivation of students in doing physical activity will be able to increase the level of physical literacy of undergraduate PJSD study program students.

PJSD study program students as prospective teachers should learn to be a good teacher, namely a teacher who can be a role model for students, others, and themselves. Not only that, prospective teachers should also have the knowledge, *attitude*, and skills that support their profession as teachers. In addition, students must have standardized competency abilities and be able to demonstrate their quality as professional teachers, because competence is a mastery of the work ability of each individual which includes aspects of knowledge, skills and work attitudes in accordance with established standards. teacher professionalism is a necessity that cannot be delayed anymore along with the increasing competition that is getting tighter. It requires people who are truly experts in their fields, according to their abilities so that everyone can play a maximum role. The task of being a professional teacher is not easy. Everyone can be a teacher, but today's teachers must have competency standards that can make the world of education more qualified and qualified. Professional teachers are teachers who have the required competencies to be able to carry out educational and teaching tasks.

Ideally students as prospective physical education teachers should have sufficient basic movement experience and in accordance with the stage of physical growth and development for students. Providing enough experience and provision of motion to students in order to have good mastery of motion. One of the efforts to provide motion experience for students is to introduce motion through the concept of *physical literacy*. *Physical literacy* provides insight, experience, competence, motivation to children so that children have enough "treasury" of motion as a provision for a lifelong active life. In other words, *physical literacy* aims to provide movement options in order to have a large "vocabulary" of movement.

Students as the young generation are the determinants of Indonesia's future. The level of literacy determines the quality of human resources. As we know, the quality of human resources is the main requirement for the progress of a nation. Physical literacy among students is expected to be able to add insight into knowledge about health by reading, writing and listening to information. The knowledge that students have about physical literacy can enrich the repertoire of student knowledge both about movement, games, or various other sports can increase the development of reasoning power to form certain knowledge. Students' skills in interpreting or analyzing motion patterns, good at positioning themselves when playing sports, good at recognizing space and time, are characteristics of skills and intelligence in developing reasoning power as a result of physical literacy. From the explanation above, physical literacy can be said to be very beneficial for students in the future. Because with them understanding the meaning of physical literacy, it will improve the competency standards that must be achieved as educators, namely affective, cognitive and psychomotor. As students are also expected to be able to identify, understand, interpret, create, respond effectively, and communicate so that they can improve the standards of competence that must be achieved as educators and the standards of competence that must be achieved by students. This research investigates how cognitive aspects and conative attitudes play a role in the physical literacy of students. On the basis of these problems, this study raises the title Correlation of Cognitive Aspects, Conative Attitudes and Motivation Towards Physical Literacy of Elementary School Physical Education Study Program Undergraduate Students.

METHODS

In this study, the authors used a quantitative descriptive method with a correlation approach. Quantitative methods are referred to as positivistic methods because they are based on the philosophy of *positivism*. This method is also called the *scientific* method because it fulfils scientific principles, namely concrete / empirical, objective, measurable, rational and systematic. (Sugiyono,

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2013). The place and time of this research was carried out at the Faculty of Sport and Health Sciences, Yogyakarta State University while the research time was carried out in March - June 2023. In this study, the population taken was Elementary School Physical Education students in the 2021 and 2022 undergraduate programmes, totalling 268 students. In this study, the authors used a quantitative descriptive method with a correlation approach. Quantitative methods are referred to as positivistic methods because they are based on the philosophy of *positivism*. This method is also called the *scientific* method because it fulfils scientific principles, namely concrete / empirical, objective, measurable, rational and systematic. (Sugiyono, 2013). The instrument used in this research is a questionnaire. The questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. The questionnaire is an efficient data collection technique when the researcher knows exactly the variables to be measured and knows what to expect from the respondent. The questions compiled consist of two item components, namely positive questions (*favourable*) and negative questions (*unfavourable*).

FINDINGS

The results showed that out of 160 respondents on the cognitive aspect variable had a maximum score of 71, minimum score of 24, average 56.37, median 55, mode 54 and standard deviation 6.345.

Meanwhile, the determination of the frequency distribution of cognitive aspects can be seen in the following table:

No.	Interval	Category	Frequency	Percentage
1	> 66	Very High	7	4%
2	61 - 66	High	30	19%
3	54 - 60	Medium	91	57%
4	48 - 53	Low	23	14%
5	< 47	Very Low	9	6%
Total			160	100%

Based on the table above regarding the frequency distribution of the relationship between cognitive aspects and physical literacy in undergraduate PJSJ study program students, it is concluded that the cognitive aspects of undergraduate PJSJ study program students are in the moderate category with a percentage of 57% (91 people). The results showed that of the 160 respondents the conative attitude variable had a maximum score of 64, a minimum score of 16, an average of 51.01, a median of 50, a mode of 48 and a standard deviation of 5.835.

Meanwhile, the determination of the frequency distribution of conative attitudes can be seen in the following table:

No.	Interval	Category	Frequency	Percentage
1	> 60	Very High	8	5%
2	55 - 60	High	33	21%
3	49 - 54	Medium	59	37%
4	43 - 48	Low	53	33%
5	< 43	Very Low	7	4%
Total			160	100%

Based on the table above regarding the frequency distribution of the relationship between conative attitudes towards physical literacy in undergraduate PJSJ study program students, it can be concluded that cognitive attitudes in undergraduate PJSJ study program students are in the moderate category with a percentage of 37% (59 people).

The results showed that of the 160 respondents on the motivation variable had a maximum score of 120, a minimum score of 30, an average of 95.26, a median of 93, a mode of 90 and a standard deviation of 12. Meanwhile, the determination of the frequency distribution of motivation variables can be seen in the following table:

Motivation Frequency Distribution Table

No.	Interval	Category	Frequency	Percentage
1	> 113	Very High	9	6%
2	102 - 113	High	34	21%
3	90 - 101	Medium	86	54%
4	78 - 89	Low	25	16%

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5	< 77	Very Low	6	4%
Total			160	100%

Based on the table above regarding the frequency distribution of the relationship between motivation and physical literacy in undergraduate PJSD study program students, it can be concluded that motivation in undergraduate PJSD study program students is in the moderate category with a percentage of 54% (86 people).

The results showed that of the 160 respondents on the physical literacy variable had a maximum score of 56, minimum score of 14, average 41.03, median 40, mode 42 and standard deviation 5.405. Meanwhile, the determination of the frequency distribution of physical literacy variables can be seen in the following table:

Physical Literacy Frequency Distribution Table

No.	Interval	Category	Frequency	Percentage
1	> 49	Very High	15	9%
2	45 - 49	High	11	7%
3	39 - 44	Medium	77	48%
4	33 - 38	Low	55	34%
5	< 33	Very Low	2	1%
Total			160	100%

Based on the table above regarding the frequency distribution of physical literacy in undergraduate PJSD study program students, it can be concluded that the physical literacy variable in undergraduate PJSD study program students is in the moderate category with a percentage of 48% (77 people).

Classical Assumption Test

1. Normality Test

The data normality test is used to determine whether the samples that have been taken come from the same population (normally distributed data population). The results of the data normality test using the *Kolmogorov-Smirnov Test* (K-S test). The results of the normality test data calculation can be seen in the following table:

Table of Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardised Residual
N		160
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.36996971
Most Extreme Differences	Absolute	.075
	Positive	.075
	Negative	-.021
Test Statistic		.075
Asymp. Sig. (2-tailed)		.073 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table above, it can be seen that the data normality test carried out statistically using the *Kolmogorov-Smirnov* test can be concluded that all existing data are normally distributed. This is evidenced by the Asymp value obtained is greater than the value of the significant level, or $p > 0.05$ with a value of 0.073. Based on this, the next analysis test can be carried out.

2. Linearity Test

The linearity test aims to determine whether there is a linear relationship between the independent variable (X) and the dependent variable (Y). Both variables (independent variable and dependent variable) are declared linear if f count is greater than

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f table and the significance value (p) is less than 0.05. The linearity test used in this study is the F test using the help of SPSS 16.00 for Windows. The results can be seen in the following table:

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
X1*Y	Between Groups (Combined)	886.349	21	42.207	1.056	.003
	Linearity	.452	1	.452	.011	.915
	Deviation from Linearity	885.896	20	44.295	1.108	.348
	Within Groups	5514.895	138	39.963		
	Total	6401.244	159			
X2 * Y	Between Groups (Combined)	1614.455	21	76.879	2.792	.000
	Linearity	66.062	1	66.062	2.399	.124
	Deviation from Linearity	1548.393	20	77.420	2.812	.000
	Within Groups	3799.520	138	27.533		
	Total	5413.975	159			
X3*Y	Between Groups (Combined)	1131.728	21	53.892	.342	.047
	Linearity	16.130	1	16.130	.102	.750
	Deviation from Linearity	1115.598	20	55.780	.354	.045
	Within Groups	21764.766	138	157.716		
	Total	22896.494	159			

Based on the table above, it is known that the calculated f value of each variable relationship is greater than f table and the significance value (p) of each variable relationship is smaller than 0.05, so it can be concluded that the relationship between all types of independent variables and the dependent variable is linear.

3. Multicollinearity Test

Multicollinearity test is a test that aims to find out in a regression model if there is a perfect or high correlation between independent variables (Susila & Suyanto, 2015).

Coefficients^a

Model		Unstandardised Coefficients		Standardised Coefficients Beta	t	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
1	(Constant)	34.609	6.962		4.971	.000		
	Cognitive Aspects	.001	.069	.066	.020	.044	.958	1.043
	Conative Attitude	.102	.074	.110	1.387	.018	.998	1.002
	Motivation	.012	.037	.026	.324	.046	.960	1.042

a. Dependent Variable: Physical Literacy

Based on the tolerance and VIF values owned by each independent variable above, it can be concluded that the regression model above does not occur multicollinearity so that it can be continued for hypothesis testing.

DISCUSSION

Physical literacy in its role has elements that can make someone do physical activity economically and calmly. The following elements of physical literacy according to *The International Physical Literacy Association* (2014) are as follows:

1. Motivation and Confidence (Affective)

Motivation and confidence refer to an individual's enthusiasm for, enjoyment of, and confidence in adopting physical activity as an integral part of life.

2. Physical Competence (Physical)

Physical competence refers to an individual's ability to develop movement skills and patterns, and the capacity to experience a range of movement intensities and durations. Enhanced physical competence enables an individual to participate in a variety of physical activities and settings.

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3. Knowledge and Understanding (Cognitive)

Knowledge and understanding includes the ability to identify and express important qualities that influence movement, understand the health benefits of an active lifestyle, and appreciate safety features appropriate to physical activity in a variety of settings and physical environments.

4. Engagement in Physical Activity for Life (Behaviour)

Engagement in lifelong physical activity refers to individuals taking personal responsibility for physical literacy by freely choosing to be active on a regular basis. It involves prioritising and maintaining engagement in a variety of personally meaningful and challenging activities, as an integral part of one's lifestyle.

Physical literacy can be described as the motivation, physical competence confidence, knowledge and understanding to value and take responsibility for engaging in lifelong physical activity. Cognitive ability is one of the abilities possessed by each individual. Cognitive abilities will relate to development in exploring, developing, finding problems and finding solutions to problems that occur.

Physical literacy is very important for students. Good physical literacy will make students have extensive knowledge in the field of health ranging from healthy living behaviour, knowing various kinds of diseases and their symptoms, and can make students more aware of personal health so that they can do certain things to prevent contracting a certain disease. The knowledge that students have about physical literacy can enrich the repertoire of student knowledge both about motion, games, or various other sports can increase the development of reasoning power to form certain knowledge. Students' skills in interpreting or analysing patterns of motion, good at positioning themselves when playing sports, good at recognising space and time, are characteristics of skills and intelligence in developing reasoning power as a result of physical literacy.

Knowledge and understanding includes the ability to identify and express important qualities that influence movement, understand the health benefits and active lifestyle, and appreciate safety features appropriate to physical activity in a variety of settings and physical environments. Knowledge and understanding are the most important things in doing physical activity. A person must know and understand about their physical activity because knowledge will provide a lot of information to a person. The knowledge and understanding gained when young will be useful when old, with extensive knowledge will make it easier for someone to get along with various groups.

Physical literacy can be described as a condition characterised by the motivation to utilise movement potential to contribute significantly to quality of life. Physically literate individuals will move calmly, economically and confidently in a variety of physically challenging situations. Physically literate individuals will be responsive in 'reading' all aspects of the physical environment, anticipating movement needs or possibilities and responding with intelligence and imagination appropriately. In addition physically literate individuals will have the ability to identify qualities that correlate with the effectiveness of their own movement performance, and will have an understanding of the principles of embodied health in relation to basic aspects such as exercise, sleep and nutrition.

A student who has a high enough intelligence can fail due to lack of motivation in learning. Motivation plays an important role in the teaching and learning process for both lecturers and students. For lecturers, knowing the motivation to learn from students is needed to maintain and improve students' enthusiasm for learning. For students, learning motivation can foster a spirit of learning so that students are encouraged to carry out learning actions. Students do learning activities happily because they are motivated. Someone will learn if there is a push from within and will like the lesson if it is in accordance with his interests.

Exercise motivation will make the person an active individual, able to socialise well, always maintain a healthy body and will prevent depression. Exercise motivation provides physiological, psychomotor and social benefits. Socially, exercise can be used as a socialisation method through interaction and communication with other people or the surrounding environment. Physiologically, exercise can make a vehicle for empowering the ability of physiological functions such as improving health, fitness, and improving the quality of physical condition components such as heart and lung work, agility, and strength. Psychologically, exercise can improve mood, reduce the risk of dementia, and prevent depression. Socially, exercise can reduce dependence on others, make more friends, and increase productivity. It is undeniable that the motivation that has been instilled from childhood will have a big impact when entering old age, there are still many people who are old with their limitations still actively exercising and also participating in competitions. This high motivation has led some people to succeed in their old age.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that:

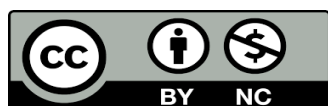
1. There is a relationship between cognitive aspects and physical literacy in undergraduate PJSJ study programme students with a significance value of 0.044.

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2. There is a relationship between conative attitudes and physical literacy in undergraduate PJSD study programme students with a significance value of 0.018.
3. There is a relationship between motivation and physical literacy in undergraduate PJSD study programme students with a significance value of 0.046.
4. There is a relationship between cognitive aspects, conative attitudes, and motivation towards physical literacy in undergraduate PJSD study programme students with a significance value of 0.043.

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