

# 11th ASEAN Council of Physical Education and Sport (ACPES) International Conference 2025



Contribution ID: 10

Type: not specified

## Validity and Reliability of the Physical Literacy in Children Questionnaire (PL-C Quest) among Elementary School Students Indonesia

Wednesday, October 1, 2025 5:15 PM (15 minutes)

Background: Physical literacy has become a fundamental concept in modern physical education, emphasizing holistic individual development through physical activity. The Physical Literacy in Children Questionnaire (PL-C Quest) was developed in Australia to assess children's perceived physical literacy across four domains: physical, psychological, social, and cognitive. However, validation of this instrument in the Indonesian cultural context remains limited. Objective: This study aimed to examine the validity and reliability of the PL-C Quest among elementary school students aged 11-12 years in Bandung, Indonesia. Methods: A cross-sectional descriptive study was conducted with 92 elementary school students (50% male, 50% female) aged 11-12 years in Bandung. The study used purposive sampling stratified by school type (60% public, 40% private) and socioeconomic status. Validity was assessed using item-total correlation with Pearson product-moment correlation, while reliability was examined using Cronbach's alpha coefficient. Results: All 30 items demonstrated acceptable validity with correlation coefficients ranging from 0.226 to 0.677 ( $r > 0.207$ ,  $p < 0.05$ ). The Physical domain showed the highest item validity (P1:  $r = 0.677$ ), followed by the Psychological domain (P15:  $r = 0.621$ ). Internal consistency reliability was good (Cronbach's  $\alpha = 0.847$ ), indicating adequate reliability for practical use. Conclusion: The PL-C Quest demonstrated acceptable validity and reliability for measuring physical literacy among Indonesian elementary school students aged 11-12 years. The instrument can be recommended for physical literacy assessment in Indonesian physical education contexts, with consideration for cultural adaptation of items with relatively lower validity.

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**Session Classification:** Physical Activity, Health, and Well-being

**Track Classification:** Physical Activity, Health, and Well-being