

Examining the Level of Eleventh-Grade Students' Interest in Sports Extracurricular Activities at SMA Negeri 22 Palembang

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Abstrak

Penelitian ini bertujuan untuk mengkaji tingkat minat siswa kelas XI dalam mengikuti kegiatan ekstrakurikuler olahraga di SMA Negeri 22 Palembang. Penelitian ini menggunakan desain deskriptif kuantitatif. Populasi penelitian berjumlah 180 siswa, dan sebanyak 60 siswa dipilih melalui teknik random sampling. Data dikumpulkan menggunakan angket tertutup dengan skala Likert yang terdiri dari 20 butir pernyataan. Instrumen telah diuji validitas dan reliabilitasnya sebelum digunakan dalam pengumpulan data. Analisis data dilakukan dengan statistik deskriptif berupa persentase dan dikategorikan ke dalam tingkat minat tinggi, sedang, dan rendah. Hasil penelitian menunjukkan bahwa 63,3% siswa berada pada kategori minat tinggi, 30% kategori sedang, dan 6,7% kategori rendah. Motivasi pribadi, dukungan teman sebaya, dan ketersediaan fasilitas sekolah teridentifikasi sebagai faktor yang memengaruhi minat siswa.

Kata kunci: tingkat minat siswa, partisipasi ekstrakurikuler olahraga, program olahraga berbasis sekolah, keterlibatan remaja, penelitian deskriptif kuantitatif

Abstract

This study aimed to examine the level of eleventh-grade students' interest in sports extracurricular activities at SMA Negeri 22 Palembang. A quantitative descriptive design was employed. The population consisted of 180 students, and 60 students were selected using random sampling. Data were collected through a closed-ended questionnaire using a Likert scale with 20 items. The instrument had been tested for validity and reliability prior to administration. Data were analyzed using descriptive statistics in the form of percentages and categorized into high, moderate, and low levels. The findings revealed that 63.3% of students demonstrated a high level of interest, 30% showed moderate interest, and 6.7% were categorized as low. Personal motivation, peer support, and school facilities were identified as contributing factors. The results indicate that sports extracurricular programs play a significant role in fostering student engagement.

Keywords: student interest, sports extracurricular activities, school engagement, peer support, quantitative research

1. INTRODUCTION

Extracurricular activities are widely recognized as an essential component of school education because they provide structured opportunities for students to develop competencies, social relationships, and healthy lifestyles beyond formal classroom learning. Research on youth organized activities indicates that structured extracurricular involvement contributes to positive developmental contexts that foster competence, connection, and character development (Eccles & Gootman, 2016; Bohnert et al., 2016). Evidence from empirical studies further suggests that participation in organized activities is often associated with more positive academic, socioemotional, and school-related outcomes, although the strength of these relationships may depend on access, student characteristics, and the quality of programs offered (Carbonaro & Maloney, 2019; Guilmette et al., 2019; O'Donnell &

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Redmond, 2023). In adolescence, extracurricular contexts may be particularly meaningful because students experience rapid developmental changes and increasingly seek autonomy, peer affiliation, and identity exploration, which can shape their willingness to participate in school-based programs (Martins et al., 2021; Reeve & Cheon, 2021). Student engagement theory also emphasizes that structured activity participation may strengthen behavioral, emotional, and cognitive engagement in school settings (Fredricks et al., 2016).

Among extracurricular options, sports programs are frequently promoted as a strategic approach to enhance physical activity and student well-being. Global data consistently show that many adolescents do not achieve recommended levels of physical activity, highlighting the need for school-relevant strategies that can encourage active participation (Guthold et al., 2019). School environments including the availability of sports facilities, school-organized extracurricular physical activities, and supportive school social climates are associated with higher physical activity engagement among adolescents (Chan et al., 2024; Wang et al., 2025). Moreover, school-based intervention evidence suggests that well-designed strategies can improve movement behaviors in secondary school settings, though effectiveness is strongly influenced by implementation quality and contextual fit (Ridgers et al., 2024).

Student participation in sports is not only relevant to physical outcomes but also to psychosocial adjustment. Longitudinal evidence indicates that team sport participation may prospectively predict fewer symptoms of depression and anxiety among adolescents (Graupensperger et al., 2021). Systematic review and meta-analytic findings also suggest that adolescent sport involvement can be associated with mental health benefits, although results may vary by type of sport, measurement approach, and population characteristics (Panza et al., 2020). Organized activity participation has also been linked to higher levels of life satisfaction and perceived well-being among adolescents (Badura et al., 2017). In addition, school sport and extracurricular participation can contribute to school belonging and positive school experiences, which are important protective factors in adolescent development (O'Donnell & Redmond, 2023).

However, participation does not occur automatically simply because programs exist. Students' interest is a key psychological driver that influences whether they join, persist, and engage meaningfully in extracurricular activities. Contemporary educational literature emphasizes that interest supports attention, persistence, and deeper engagement, making it a critical target in school programs (Harackiewicz et al., 2016; Rotgans & Schmidt, 2020). In physical education and sport-related contexts, interest has been operationalized and measured as a motivational state and disposition that can predict re-engagement and participation. For example, validated instruments have been developed to assess students' individual interest in physical education, demonstrating that interest can be understood through components such as positive affect, willingness to reengage, and perceived value (Roure et al., 2021). Research also shows that teaching approaches and learning task designs can shape situational interest in physical education settings (Tonnetti & Lentillon-Kaestner, 2023), and analytic approaches have been used to identify key factors influencing student interest in sport and physical education (Lin et al., 2022).

Motivational theory also helps explain why some students show strong interest while others remain less engaged. A major body of evidence grounded in self-determination theory indicates that supportive social environments particularly those that satisfy needs for autonomy, competence, and relatedness are associated with more adaptive motivation and outcomes in physical education (Vasconcellos et al., 2020). Reviews of autonomy-supportive

teaching highlight that educators can learn autonomy-supportive practices, and these practices can produce consistent benefits for student motivation and engagement (Reeve & Cheon, 2021). Within youth sport contexts, coaching style and motivational climate have also been associated with positive developmental outcomes, suggesting that interpersonal support can strengthen the quality of participation (Zhang et al., 2024). Furthermore, peer and parental processes can predict adolescents' physical activity participation patterns, indicating that social support systems outside formal instruction remain highly influential (Lawler et al., 2021).

Access and equity considerations are also relevant. Participation in extracurricular activities may be constrained by resource limitations, time, or school-level opportunities, and these constraints can influence both participation rates and perceived attractiveness of the activities (Carbonaro & Maloney, 2019; Ricci et al., 2020). Evidence among underrepresented student groups shows that extracurricular participation can be positively associated with physical activity and quality-of-life indicators, suggesting potential benefits when access barriers are reduced and programming is inclusive (Ricci et al., 2020). In the school context, the presence of facilities and encouragement to use sports resources can increase activity engagement, reinforcing the importance of environmental support in addition to psychological factors (Wang et al., 2025).

In Indonesia, extracurricular sports programs are commonly available at secondary schools; however, students' levels of interest and the factors shaping interest may vary across educational contexts. Expectancy-value theory and its situated extensions emphasize that students' motivation and interest are strongly shaped by contextual, social, and cultural influences (Eccles & Wigfield, 2020). This perspective suggests that students' interest in sports extracurricular activities may differ depending on school climate, peer dynamics, perceived competence, and available resources. Therefore, understanding how interested students are and what proportion fall into high, moderate, or low categories is important for improving program quality, optimizing resource allocation, and designing strategies that strengthen participation. Accordingly, this study focuses on eleventh-grade students at SMA Negeri 22 Palembang, aiming to examine the level of students' interest in sports extracurricular activities and to describe the distribution of interest levels within the studied population. By using a quantitative descriptive approach, the study provides a practical evidence base for schools to maintain effective components of sports extracurricular programs and to refine aspects that may limit broader participation, such as motivational support, peer climate, and facilities.

2. METHOD

This study employed a quantitative descriptive research design. Quantitative descriptive research is appropriate for examining and describing the characteristics of a population or phenomenon through numerical data without manipulating variables (Creswell & Creswell, 2018; Mertens, 2020). The design allows researchers to systematically measure and categorize variables to obtain an objective overview of observed conditions.

The population of this study consisted of all eleventh-grade students at SMA Negeri 22 Palembang, totaling 180 students. A sample of 60 students was selected using simple random sampling. Random sampling is recommended in quantitative research because it provides equal opportunity for each member of the population to be selected and reduces sampling

bias (Etikan & Bala, 2017; Taherdoost, 2016). The sample size was considered adequate for descriptive statistical analysis and representation of the target population (Hair et al., 2019).

Data were collected using a closed-ended questionnaire consisting of 20 items measured on a Likert scale. Likert-scale instruments are widely used in educational and social research to measure attitudes, perceptions, and levels of interest because they allow quantification of subjective responses (Boone & Boone, 2016; Joshi et al., 2015). The instrument was developed based on theoretical indicators of student interest, including affective response, willingness to participate, and perceived value of sports extracurricular activities.

Prior to data collection, the instrument was tested for validity and reliability. Content validity was ensured through expert judgment, while construct validity was examined through item analysis. Reliability was evaluated using Cronbach’s alpha coefficient, which is commonly applied to assess internal consistency of Likert-type instruments (Taber, 2018; Hair et al., 2019). An alpha coefficient above 0.70 was considered acceptable for research purposes.

Data analysis was conducted using descriptive statistical techniques. The data were calculated in the form of percentages and then categorized into three levels of interest: high, moderate, and low. Descriptive statistics are appropriate for summarizing and interpreting numerical data to describe central tendencies and distribution patterns without making inferential claims (Field, 2018; Gravetter & Wallnau, 2017). The categorization of interest levels was determined based on score interval calculations derived from the maximum and minimum possible scores of the instrument.

3. RESULT AND DISCUSSION

Result

The results of the questionnaire analysis revealed variations in students’ levels of interest in sports extracurricular activities. Based on the categorization of total scores, students were classified into three levels: high, moderate, and low interest.

Out of 60 respondents, 38 students (63.3%) were categorized as having a high level of interest. A total of 18 students (30%) demonstrated a moderate level of interest, while 4 students (6.7%) were classified as having a low level of interest. These findings indicate that the majority of eleventh-grade students at SMA Negeri 22 Palembang demonstrated a high level of interest in participating in sports extracurricular activities.

To provide a clearer overview, the distribution of students’ interest levels is presented in Table 1.

Table 1. *Distribution of Students’ Interest Levels in Sports Extracurricular Activities*

Interest Level	Frequency (n)	Percentage (%)
High	38	63.3%
Moderate	18	30.0%
Low	4	6.7%
Total	60	100%

Discussion

The findings of this study indicate that most eleventh-grade students demonstrated a high level of interest in sports extracurricular activities. This result suggests that sports programs at SMA Negeri 22 Palembang are perceived positively and are considered meaningful by the majority of students. The predominance of high interest levels aligns with previous research indicating that organized extracurricular participation is associated with positive engagement and school-related outcomes (Carbonaro & Maloney, 2019; Guilmette et al., 2019).

From a motivational perspective, students' high level of interest may be understood through the lens of expectancy-value theory, which emphasizes that students are more likely to engage in activities they perceive as valuable and enjoyable (Eccles & Wigfield, 2020). When sports extracurricular activities provide enjoyment, challenge, and perceived competence, students are more inclined to sustain participation. Similarly, research grounded in self-determination theory highlights that satisfaction of autonomy, competence, and relatedness needs enhances intrinsic motivation in educational and physical activity contexts (Vasconcellos et al., 2020; Reeve & Cheon, 2021).

The descriptive responses obtained in this study indicated that personal motivation, peer support, school facilities, and the role of extracurricular coaches were perceived as influential factors. Peer support has been identified as a significant predictor of adolescent physical activity engagement, as social encouragement and group belonging strengthen participation patterns (Lawler et al., 2021). Furthermore, autonomy-supportive coaching styles and positive motivational climates have been associated with improved athlete development and sustained engagement in youth sport settings (Zhang et al., 2024).

The availability of adequate facilities may also contribute to students' interest levels. School-based environments that provide accessible and well-maintained sports facilities tend to encourage higher levels of physical activity participation among adolescents (Wang et al., 2025; Chan et al., 2024). When facilities are supportive and resources are sufficient, students may perceive extracurricular sports activities as more attractive and feasible to join.

In addition to physical benefits, participation in sports extracurricular activities has been linked to psychosocial well-being. Prior studies have demonstrated associations between sport participation and reduced symptoms of anxiety and depression (Graupensperger et al., 2021; Panza et al., 2020), as well as enhanced well-being and life satisfaction (Badura et al., 2017). Therefore, the high interest observed in this study may reflect students' recognition of both the physical and psychosocial value of sports involvement.

However, the presence of a moderate (30%) and low (6.7%) interest group indicates that not all students are equally engaged. Differences in perceived competence, time constraints, or access to resources may influence variations in interest levels. Research on extracurricular participation suggests that contextual factors and opportunity structures can shape students' willingness to engage (Ricci et al., 2020). Consequently, schools should consider strategies to increase inclusivity and accommodate diverse student needs.

Overall, the findings answer the research objective by demonstrating that the majority of students exhibit high interest in sports extracurricular activities. The results contribute to existing literature by providing empirical evidence from an Indonesian public senior high

school context. Although the study employed a descriptive design and did not test causal relationships, the findings highlight the importance of maintaining supportive social environments, adequate facilities, and motivationally supportive coaching practices to sustain and enhance student interest in sports extracurricular programs.

4. CONCLUSION

This study aimed to examine the level of eleventh-grade students' interest in sports extracurricular activities at SMA Negeri 22 Palembang. The findings indicate that the majority of students demonstrated a high level of interest, while a smaller proportion showed moderate and low levels of interest. These results suggest that sports extracurricular programs in the studied school are generally perceived positively and are able to attract student engagement.

The study also identified several factors associated with students' interest, including personal motivation, peer support, the availability of school facilities, and the role of extracurricular coaches. These factors highlight the importance of supportive social environments and adequate institutional resources in sustaining students' enthusiasm for participation.

Although the research employed a descriptive design and did not examine causal relationships, the findings provide valuable insights for school administrators and educators. Schools are encouraged to maintain and improve the quality of sports facilities, foster positive peer environments, and implement motivationally supportive coaching practices to further strengthen student interest. Future research may explore causal relationships between motivational factors and sustained participation using more advanced analytical approaches.

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