



Survey of student interest in sports extracurricular at senior high school

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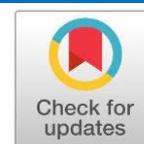
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Abstract: This study aims to determine how much students are interested in extracurricular sports at Senior High School 2 Skanto. This research is descriptive research by applying a survey technique. The sample in this study were students of Senior High School 2 Skanto, with a total of 30 students. The data collection instrument used was a questionnaire/questionnaire to measure students' interest in extracurricular activities. The technique for collecting samples is the purposive sampling method. The technique in collecting data is the method of distributing extracurricular questionnaires. The technique applied in data analysis is the percentage analysis technique by classifying answers in tabular form based on the core discussion and then presented in graphic form. The results showed students' interest in soccer extracurricular activities was higher, 88.10% than green peace extracurricular activities with 81.71%. However, the results for both of them in participation in extracurricular activities at Senior High School 2 Skanto are very high.

Keywords: survey; student interest; sport extracurricular.

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INTRODUCTION

Education aims to provide students with an optimal education to expand their skills and abilities and be intelligently prepared for new contexts (Sánchez, 2015). Physical education is an educational activity involving the personality and body, forms part of the educational process, and is oriented towards developing skills and abilities and improving motor behavior (Zorio-Ferreres et al., 2018). Shaffer (2019) defines extracurricular activities as activities offered or coordinated by the school but may not have anything to do with academic learning. One example is sports activities, but extracurricular activities can be non-sports, such as music, speeches, and debates. Besides that, according to Leijen et al., (2012), it is very important to design courses that focus on student learning and contain reflective learning content that invites students to reflect on their daily learning and act from a responsible, holistic, and holistic approach forward-looking.

Globally, school-based extracurricular sports activities (SBECSA) have been widely recommended to encourage youth participation in physical activities and sports (Aoyagi et al., 2020). Children and adolescents spend about half of their waking time outside of school hours (Hanks, 2018). Among high school students, participation in extracurricular activities has been associated with some positive outcomes, including improved academic achievement (higher grades and overall GPA), higher educational goals,

stronger self-concept, positive social development, and decreased behavior. risk taking, superior school attendance, and lower probability of dropping out ([Farb & Matjasko, 2012](#)). From an educational perspective, additional time at school can provide more expansive learning opportunities and individual support or enrich and diversify the school day to promote children's academic and psychosocial development ([Steinmann et al., 2019](#)). One of the extracurricular activities favored by students is extracurricular sports activities. Besides students broadening and deepening knowledge through sports extracurricular activities, it can also function as an effort to foster, strengthen, and form student personality values such as cooperation, mutual respect for enthusiasm, sportsmanship, and self-confidence.

At Senior High School 2 Skanto, an educational institution located in the Keerom district, the school facilitates education that supports students' interests and talents in sports, apart from carrying out formal teaching and learning activities. In the series of implementations, these extracurricular activities are carried out every week with adequate school facilities for each extracurricular activity. Based on observations made by researchers, extracurricular activities are divided into two types, namely extracurricular sports, and non-sports. Extracurricular sports include football, green peace, volleyball, and badminton. At the same time, non-sports have dance, journalists, flag raisers, and Young Indonesia Red Cross Society (PMR). However, due to the impact of the COVID-19 pandemic, volleyball and badminton extracurricular activities are no longer active, only football and green peace are still routinely carrying out their extracurricular activities.

Research conducted by [Pirman et al., \(2013\)](#) raised the issue of how the interest of male students follows the extracurricular football of Junior High School 5 Parindu Sanggau Regency. The results showed that the average student interest score was 51.66, with 89.07%. The average student interest indicator is 92.17%, the average student attention indicator is 15.38 with a percentage rate of 85.44%, and the student needs indicator is 17.78 with a percentage rate of 80.82%. In addition, research conducted by [Jukhairsyah \(2021\)](#) to find out students' interest in sports extracurricular activities in Vocational High School 3 Malang showed that students of Vocational High School 3 Malang have an interest in sports extracurricular activities, this can be seen from the percentage results of 73%. While from several indicators of interest, among others, sub-variables of the feelings of students at Vocational High School 3 Malang towards sports extracurricular activities obtained data of 64%, sub-variables of attention of students of Vocational High School 3 Malang to sports extracurricular activities with data of 66%, and sub-variables of the needs of students of Vocational High School 3 Malang to sports extracurricular activities with data of 89% with good categories. The same research was also conducted by [Muflihini \(2019\)](#) related to sports extracurricular activities that aimed to find out students' interest in participating in the extracurricular activities of Senior High School 3 Takalar students. The results obtained from students' interest in taking sports extracurricular lessons at State High School 3 Takalar show a high category, with results obtained at 78.53%.

Among the results of the study presented, the average study in extracurricular sports tends to be on football sports, but other studies are also not clear what types of extracurriculars are higher in demand by students. So, there is no more specific comparison of what sports are most in-demand by students. In this case, the researcher sees something new in the extracurricular activities at the school, namely the nature lover's sports extracurricular, which is where this extracurricular is one of the extracurricular which is classified as extreme because the extracurricular is carried out outside the school environment or more precisely in the open. Therefore, researchers are interested in researching these sports extracurriculars to provide a detailed description of students' interests between soccer extracurriculars or green peace.

METHOD

This research is descriptive research by applying a survey technique. The data accumulation technique uses a questionnaire. The characteristic of the survey method is that data is accumulated from respondents using a formal approach questionnaire (Arikunto, 2013). According to Sugiyono (2014) descriptive analysis method is a technique that is applied to analyze data by elaborating or describing the data that has been collected without intending to make conclusions that apply to universals or generalizations. The questionnaire is one of the characteristics of a descriptive study that collects data and records the data obtained from a questionnaire that has been filled out by students of Senior High School 2 Skanto who take part in sports extracurriculars.

The sampling technique in this study was to use a purposive sampling technique, namely taking with specific considerations or goals (Putra & Guntoro, 2016). The goal is to select students who participate in extracurricular sports and green peace with 30 students. After collecting the data on all extracurricular participants, the next step is to analyze the data obtained. So that the results on these data can be drawn provisions by utilizing descriptive data analysis techniques, while for the little calculation of the questionnaire using the percentage technique with the following formula 1.

$$P = \frac{f}{n} \times 100\% \quad (1)$$

Description:

P : Percentage

f : Frequency of each answer to the questionnaire

n : Total score ideal

100% : Fixed number

Source: (Sugiyono, 2012)

To facilitate researchers in interpreting and calculating the data that has been obtained, the percentage criteria will be determined based on table 1 below.

Table 1. Percentage Classification

Percentage	Category
81-100%	Very Good
61-80%	Good
41-60%	Enough
21-40%	Not Enough
0-20%	Not much

Source: (Arikunto, 2010)

RESULTS AND DISCUSSION

After students have filled out all the questionnaires related to extracurricular activities. The next stage is to present the results of filling out questionnaires for students who participate in extracurricular activities. The following will be explained in full based on the benefits that form the basis for a survey of student interest in participating in extracurricular activities for soccer and green peace at Senior High School 2 Skanto. Here are the results of filling out the soccer questionnaire:

Table 2. Overall data on the results of filling out soccer questionnaires

No	Sub Variable	F	N	Percentage
1	Interest	226	255	88,63%
2	Needs	218	255	85,49%
3	Will	230	255	90,20%
Total		674	765	88,10%

Based on the description of the data that has been presented in table 2, for the interest component, a percentage of 88.63% was obtained with a very good category, for the need's component, a percentage of 85.49% was obtained with a very good category, and for the willingness component, a percentage of 90 was obtained. ,20% with very good category. So, it can be concluded that the extracurricular interest in soccer at Senior High School 2 Skanto belongs to the very good category with a proven percentage of 88.10%.

After the data on sports extracurricular activities are presented, the next data will be presented on students who take part in extracurricular activities for green peace, namely as follows:

Table 3. Overall data on the results of filling out the green peace questionnaire

No	Sub Variable	F	N	Percentage
1	Interest	164	195	84,10%
2	Needs	159	195	81,54%
3	Will	155	195	79,49%
Total		478	585	81,71%

Based on the description of the data that has been presented in table 3, for the interest component, a percentage of 84.10% is obtained in the very good category, for the needs component a percentage of 81.54% is obtained in the very good category, and for the willingness component, a percentage of 79 is obtained. ,49% with good category. So, it can be concluded that the extracurricular interest of green peace at Senior High School 2 Skanto is classified as very good with a proven percentage of 81.71%.

After the extracurricular data for football and green peace are collected, a comparison will be made between the two extracurricular activities. The aim is to find out how much interest exists between extracurricular football and green peace. Therefore, the following will present comparative data between the two sports extracurricular activities in graphic form.

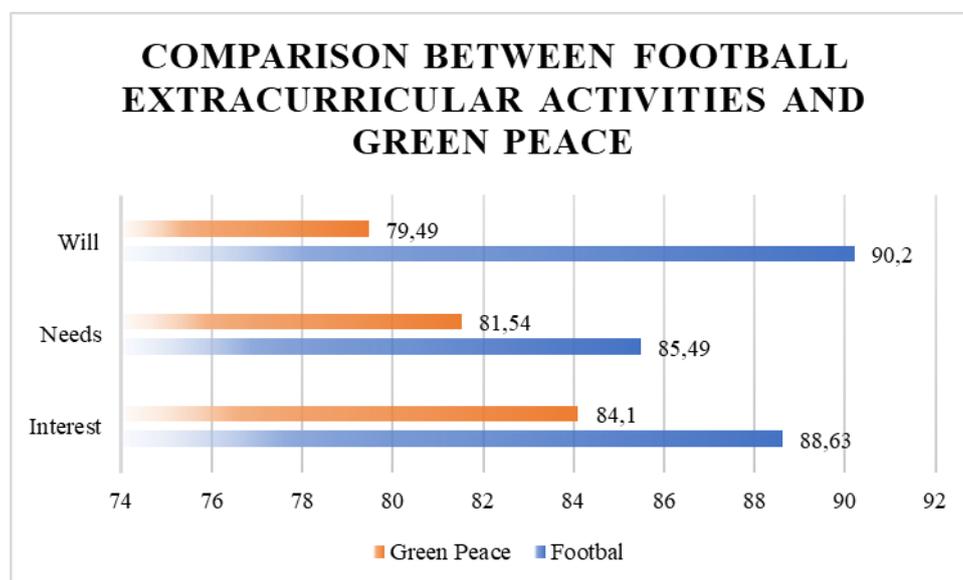


Figure 1. Comparison between football extracurricular activities and green peace

Based on the Figure 1 that has been presented, it can be explained that for the components of interest, need, and desire, extracurricular football fans are higher with a percentage of 88.10% than extracurricular green peace with a percentage of 81.71%. This is in line with [Pirman et al. \(2013\)](#) research that extracurricular interest in football is high with a percentage of 80.82%. This proves with previous research that students' interest in extracurricular football is high. However, it does not mean that the interest in extracurricular green peace is not good. The percentage for green peace is also classified as a very good category if you look at the percentage. It's just that the percentage is more football extracurricular than green peace. External factors in these extracurricular activities also support this. Where the factors that influence extracurricular football are more in demand by students, namely because of adequate or complete facilities and infrastructure, active coaches, and a schedule that is routinely carried out three times a week. These results are in line with research [Gani et al., \(2021\)](#) which says that the interest in following extracurriculars from extrinsic factors is based on external encouragement such as encouragement of infrastructure facilities, environment, parents / family, friends or teachers / coaches. This interest arises because of parental attention, friend invitations, adequate facilities, and comfortable training situations. Compared to green peace extracurricular, facilities and infrastructure are not too prominent because all activities are carried out. But interestingly, extracurricular activities for green peace are more prosperous with activities such as cleaning the school environment and outside the school, going to the forest, and adding to the enthusiasm of students,

namely by traveling to Mount Cycloop because the mountain is a mountain the highest in the city of Jayapura.

School environmental factors are also a trigger in extracurricular activities, If the surrounding environment supports then extracurricular activities will run smoothly and without obstacles. In addition, the environment that comes from the student also determines the student's own achievement. Examples of environments around the school include the cleanliness of the school environment, the physical condition of the school. The environment caused by seasonal and climate factors is rainy, hot, sunny, cloudy, and cloudy weather conditions. With environmental circumstances that support extracurricular activities will improve good results as well, so that the planned goals will be achieved properly. Conversely, the environmental situation that is less supportive will actually be an obstacle in the process of extracurricular activities. This is in line with the results of the study Yunisial (2017) which states that the interest of junior high school students in extracurricular football is relatively high because it is influenced by environmental factors. Therefore, the high low interest of students in extracurricular football can be influenced by various factors that are dominant in the application of these extracurricular activities.

CONCLUSION

Based on the analysis of the data that has been presented, it can be concluded that the students of Senior High School 2 Skanto have a high interest in extracurricular activities of soccer sports than the interest of green peace. Each percentage evidence this in terms of aspects of interest need, and willingness of football extracurricular students, which are higher than those of green peace, with a difference of 6.39%. From the universal aspect, students generally prefer general extracurriculars, and the supporting factors for infrastructure are very influential in supporting student interest.

To optimize the quality of further research, researchers provide important notes, including 1) it is hoped that the school will pay more attention to and identify the needs of students related to extracurricular activities. So that students can take part in extracurricular activities according to their interests, 2) it is hoped that students at Senior High School 2 Skanto will be more active in sports extracurricular activities, green peace, and other extracurricular activities. Because to improve skills and achievements in the present and the future, and 3) it is hoped that further researchers will examine more variables from existing extracurricular activities to improve the quality of research to be more optimal.

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