



Exploring the interest of early teenagers in futsal extracurricular participation

Qorry Armen Gemael^{1abcd}, Zihan Novita Sari^{2ef}.

¹Department of Sports Science, Faculty of Health Sciences, Universitas Singaperbangsa Karawang, Karawang, Indonesia.

²Department of Health and Recreation Physical Education, Faculty of Sports Science, Universitas Negeri Malang, Malang, Indonesia.

Received: 11 December 2024; Revised: 20 January 2025; Accepted: 25 February 2025;
Available online: 25 April 2025.

Abstract

The degree of student involvement in every emerging sport shows how well the institution promotes physical exercise and teamwork. High participation also suggests that extracurricular activities are interesting and sensitive to student needs and preferences. This study will examine the elements that influence student involvement in futsal extracurricular activities. This study uses a quantitative descriptive approach with a survey design. The sampling technique used is simple random sampling, with 79 students actively participating in futsal training sessions at a junior high school in an urban area with high student participation in sports. A standardized questionnaire with Likert scale items is used to collect data on various characteristics of interest in sports, including enjoyment, motivation, peer influence, and perceived benefits of futsal. Education experts evaluated the instruments to ensure they were relevant and clear. Data were analyzed using descriptive statistical methods, focusing on percentage distributions to identify respondent interest level patterns. The findings indicate that students' enthusiasm for futsal extracurricular activities is generally low. Only 38 students (29.64%) showed strong interest, while the rest showed moderate to low enthusiasm. This data suggests that, despite futsal's popularity, underlying motivational or contextual barriers prevent widespread participation. Finally, the low level of interest among children indicates that extracurricular sports activities should be promoted and activated in schools in different ways. This study helps develop more successful engagement tactics targeted at students' interests and needs, supporting the overall goal of creating a more active and health-conscious school environment.

Keywords: Student Interests, futsal, extracurricular activity.

How to Cite: Gemael, Q. A., & Sari, Z. N. (2025). Exploring the interest of early teenagers in futsal extracurricular participation. *Jurnal SPORTIF: Jurnal Penelitian Pembelajaran*, 11(1), 64–80. https://doi.org/10.29407/js_unpgri.v11i1.25108

Authors contribution: a – Preparing concepts; b – Formulating methods; c – Conducting research; d – Processing results; e – Interpretation and conclusions; f - Editing the final version.

INTRODUCTION

Education promotes academic success and facilitates comprehensive growth through engagement in extracurricular activities, such as athletics (Hanania, 2024). Sports extracurricular activities offer a significant



opportunity for cultivating discipline, collaboration, and physical health. Students' engagement and participation in these activities are critical markers of a school's effectiveness in fostering a well-rounded education. Consequently, comprehending the dynamics of student engagement in sports programs is essential for maximizing their developmental influence.

Physical education is crucial in student development as it focuses on enhancing cognitive, emotional, and psychomotor domains through intentional movements (Heredia-León et al., 2023; Pratama et al., 2024). Schools occasionally offer extracurricular sports activities to enable students to pursue their hobbies, enhance their physical fitness, and cultivate social skills beyond the confines of regular physical education classes. Futsal has emerged as a highly popular extracurricular activity that resonates with the enthusiasm and vitality of adolescents. Despite their considerable popularity, schools occasionally notice fluctuations in student involvement levels in futsal programs. Extracurricular activities, as defined by Nugraha et al. (2023), are endeavours undertaken outside of standard class hours aimed at allowing students to cultivate their personal interests and talents. The efficacy of such efforts predominantly relies on students' desire to engage. Challenges emerge when children exhibit minimal excitement for activities such as futsal, which ought to be pleasurable and captivating. Facilitating the development of more responsive and student-centred extracurricular activities in schools necessitates understanding the underlying factors contributing to the low levels of participation. This study examines the interest levels and primary determinants influencing junior high school student's participation in futsal extracurricular activities, aiming to inform schools how to customize these programs to align with students' needs and preferences.

The students' level of enthusiasm towards their individual sports activities must be high if the objectives of the extracurricular activities are to be adequately achieved. Interest is essential for any effort; interest in learning greatly influences learning outcomes because, with interest, someone will do something he is interested in (Fadriana et al., 2024;

Sabilullah, 2021). Motivation is very critical because, as postulated by Simbolon & Dicky Hendrawan (2022), student interest is the main factor that determines the degree of student learning activeness. One of the portions of factors that culminate in interest that enable students to participate in extracurricular activities is to make the lessons or activities interesting (Moldovanova, 2021; Nadeak & Sari, 2022). In this regard, some students have a keen interest in sports, as a result of which, their physical fitness levels are enhanced during non-class hours. Futsal is one of the popular extracurricular activities that students participate in.

Though futsal is regarded as one of the most popular sports among teenagers, the first outcome of this study reveals that the degree of student participation in futsal extracurricular activities at Karawang Timur 1 Public Junior High School remains rather low. This phenomenon begs questions about the degree of student involvement and the fundamental causes driving it. Important student interest and active engagement in school sports events help with physical health and the growth of discipline, teamwork, and social responsibility. Previous research has shown that internal elements, including enjoyment, self-confidence, and motivation (Andika et al., 2020) and external elements, including peer support and the availability of sufficient school facilities, influence student participation in extracurricular activities. Additionally, active participation in sports is proven to improve students' physical well-being, interpersonal skills, and character (Heredia-León et al., 2023). Against this background, the present study at Karawang Timur 1 Public Junior High School is important to thoroughly understand the involvement level and elements impacting students' enthusiasm in futsal extracurricular activities. The results should provide the basis for bettering the design and execution of extracurricular activities fit for the demands and traits of the pupils.

Previous research has indicated that students' interest in extracurricular activities is impacted by internal factors, including perceived enjoyment, self-confidence, and personal motivation (Andika et al., 2020), as well as by external factors, including social support from peers and

school facilities and infrastructure, (Nugraha et al., 2023). Furthermore shown to improve students' physical health, social skills, and character development is active involvement in sporting events (Heredia-León et al., 2023). With this background, this study is desperately needed at Karawang Timur 1 Public Junior High School to thoroughly understand the level and factors impacting students' interest in futsal extracurricular activities. The results of this study should form the foundation for decision-making in the planning and optimization of extracurricular activities fit for the demands and traits of the students at the institution. The appeal of futsal extends to people of all ages ranging from young children to teenagers and even parents. This futsal game is simple enough that anyone can participate, and the court can even be set up inside a building as long as the space is not too large and wide (Peya Nia Do et al., 2024).

Under the direction of a physical education instructor, Karawang Timur 1 Public Junior High School provides futsal as one of its extracurricular activities on the school field every Friday. This institution offers an interesting environment to investigate students' interest and involvement in extracurricular activities, especially since, despite its popularity among teenagers, the general level of participation in futsal stays low. This condition fits the primary focus of the present research, which aims to investigate the elements affecting students' involvement in extracurricular futsal. Still, the futsal extracurricular program's objectives have not yet been met. Observations exposed various difficulties, including limited student understanding of the advantages of engaging in futsal activities, underuse of current facilities and infrastructure, and inadequate motivating support from coaches and mentors. Given these problems, this study was done to find possible development areas and examine student enthusiasm in the futsal extracurricular program. Under a quantitative descriptive approach, the study sent Likert-scale questionnaires to 79 students chosen by simple random sampling. The questionnaire evaluated several factors affecting student interest, including enjoyment, peer influence, and supposed advantages of futsal. To show a general picture of interest levels, data were

examined using descriptive statistics that is, percentage computations. This technical approach made it possible to have a controlled and quantifiable knowledge of the issue by means of better infrastructure, program execution, and motivating techniques, therefore augmenting the interest.

METHOD

Seeking to find and assess student involvement in futsal extracurricular activities at Karawang Timur 1 Public Junior High School, this study used a quantitative method using a descriptive survey methodology. Structured questionnaires were sent to students to collect information on their degrees of participation and the variables affecting their engagement. This approach was selected to gather objective, quantifiable data consistent with the study's goal of spotting trends and underlying causes of student participation in futsal extracurricular events. By means of a survey, effective data collecting from a bigger sample was also made possible, thereby guaranteeing the results fairly represent the student population.

This table presents details of the instruments used to measure students' interest in participating in futsal extracurricular activities at Karawang Timur 1 Public Junior High School. These instruments were developed based on two main variables, namely internal and external factors, which are believed to influence students' interests. Each variable is divided into several dimensions, such as motivation, goals, talent, interest (passion), family influence, socialization, social influence, and availability of facilities.

Each dimension is measured through many indicators presented in the form of positive (+) and negative (–) statements. The "Statement Items" column shows the numbers of the statement items included in the questionnaire, while the "Number of Questions" column summarizes the total number of statements in each dimension. With this structure, the table aims to guide readers in understanding the systematic construction of the instrument and demonstrate the coverage and balance between positive

and negative statements used to measure students' interest in extracurricular futsal activities.

Table 1. Grid of student interest instruments in participating in futsal extracurricular activities

Variable	Dimension	Indicator	Statement Items		Number Of Questions
			(+)	(-)	
Students' Interest in Participating in Futsal Extracurricular at SMA Negeri I Karawang	Internal	Motivation	1,3,5,68	2,4,7	7
		Goals	9,10,12,13	11	5
		Talent	14,15,16,18	17	5
	External	Passions	19,21,23,24, 25	20,2	7
		External Family	26,27,28,29, 30,31	29	7
		Socialization	32,34,35,36,37,38	33	7
		Social	39,41,43	40,42	5
		Existing facilities	44,45,46,48	47,49,50	7
Jumlah		36	14	50	

(source: personal research)

The student's willingness to participate in external futsal activities is affected by 2 factors: internal motivation, aspirations, talents, passions and external family, peer relations, the community, and available resources. The questionnaire comprised 50 items and was split into 36 positive and 14 negative items. The validity test, which aimed to assess each item's validity, was conducted using the Karl Pearson moment product technique with a significance level of 5%. The item is claimed to be valid if $r_{\text{count}} > r_{\text{table}}$. For the validity test with 10 respondents, the r_{table} is 0.362, so the calculations revealed that 9 items were invalid, which include 5,3,15,25,30,39,45,48, and 50. Therefore, the researcher only used 41 items out of the 50 items. Reliability calculation was done using the Cronbach alpha formula at 0.754. An instrument is considered reliable if $r_{11} > r_{\text{table}}$, which in this case r_{table} is 0.42; therefore, the questionnaire tested is reliable, and this means the researcher can proceed with data collection.

Seeking to look at and assess student involvement in futsal extracurricular activities at Karawang Timur 1 Public Junior High School, this study used a quantitative method with a survey research design. The data were gathered at a single point in time using a cross-sectional approach to provide a whole picture of students' opinions, tastes, and

motivating patterns toward futsal as an extracurricular sport. Representing early teenagers in a public junior high school environment, the study concentrated on a sample of students actively registered in the futsal extracurricular program of the school. Simple random sampling was used to choose these pupils, guaranteeing that every qualified participant had an equal opportunity to participate in the study. 79 students participated in the study, enough to fairly depict different degrees of interest and involvement. The choice of this sampling technique was meant to lower selection bias and improve the generalizability of the results in the study surroundings. Apart from gauging the general degree of student interest, the information gathered using a structured Likert-scale questionnaire sought to investigate the particular internal and external elements impacting their choice to engage. Effective data collecting and relevant interpretation made possible by the design and application of this approach gave practical insights to help junior high school environments' extracurricular sports programs, especially futsal, have better organization and promotion.

Table 2. Reaction categories and scoring for positive and negative items

Response Category	Abbrevia tion	Positive Score	Negative Score
Strongly Agree	SA	4	1
Agree	A	3	2
Disagree	DA	2	3
Strongly Disagree	SD	1	4

A questionnaire with both positive and negative statement questions made up the tool employed in this research. Four choices let respondents indicate their degree of agreement: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Each student's overall score was computed using a Likert scale to capture their degree of interest in engaging in futsal extracurricular activities. The test's minimum and maximum possible scores helped classify these raw scores into high, moderate, or low interest groups. Following accepted standards in educational research, this classification guaranteed uniformity and interpretability. Grouping students into these groups helped the study show participation patterns and point up areas where work might be done to raise program participant involvement.

Table 3 displays the classification rules applied to understand students' inclination for engaging in extracurricular futsal activities. These groups are established using the range of values acquired from the computation of students' total scores, subsequently subjected to comparison with the mean (M) and standard deviation (SD) of the whole respondent data. Using statistical-based limits, the four categories of score ranges are very high, high, low, and very low. Scales in the Very high category range at or above the average value plus 1.5 standard deviations. Good consists of scores falling between the average value and less than the average value of less than one standard deviation. Relatively high ranges below the average to one standard deviation below the average. Not Good, meantime, has scores below that level. Using these guidelines, researchers want to find trends and demands for more focused extracurricular program development by offering a more objective and standardized description in evaluating students' interest levels.

Table 3. Categorization Norms

Range	Category
$X \geq M + 1.5 \text{ SD}$	Very good
$M \leq X < M - 1. \text{ SD}$	Good
$M - 1. \text{ SD} \leq X < M$	Fairly Good
$M - 1. \text{ SD} > X$	Not Good

Information:

X: Scores obtained

SD: Standard deviate

M: mean

The data were subsequently handled using percentage calculations to measure the distribution of student interest levels following the scoring procedure and normative criterion-based categorization. Once categorized into a certain range—such as high, moderate, or low interest each student's score matched that. To get the percentage for every group, the total number of responders divided the student count by 100. This phase helped better show pupils' general inclination for futsal extracurricular activities. Turning the data into percentages would help one better understand the results, enable comparisons between groups, and emphasize the students whose

degrees of interest were most and least expressed. This percentage-based study provided the basis for presenting the research findings in both tabular and narrative forms, therefore facilitating the identification of target areas for program improvement and conclusion drawing process.

The data is presented in the form of relative frequencies which are expressed in the form of percentage numbers. To obtain the percentage, the formula is used:

$$p=f/N \times 100\%$$

Information:

P : Percentage number

F : frekuensi

N : responden

RESULT

This study used a methodical data analysis approach to analyse student replies' findings on their desire to engage in futsal extracurricular activities. Once all the questionnaire data were gathered, the replies were categorized and transformed into numerical values using the assigned Likert scale scoring system. Using spreadsheet tools to arrange the data would enable correct calculation and analysis. Emphasizing frequency distributions, percentages, and mean scores, descriptive statistical methods were then used to aggregate the data. This method was used to give a clear picture of the general degree of interest as well as tendencies or patterns among the respondents.

Table 4. Student interest in participating in futsal extracurricular

Interval	Category	Absolute	%
≥ 40	Very High	14	10.92
35 – 39,9	High	10	7.8
29,3 – 34,9	Low	38	29.64
< 29,3	Very Low	16	12.48

The table presents the distribution of students' interest levels in participating in futsal extracurricular activities based on score intervals and corresponding categories. Most students fell into the "Low" category, with 38 students (29.64%), indicating a significant portion of students demonstrating limited interest. This is followed by the "Very Low" category, which included 16 students or 12.48% of the sample, suggesting a notable group with minimal motivation or engagement. On the other hand, only 10 students (7.8%) were categorized as having a "High" level of interest, while 14 students (10.92%) were in the "Very High" category. These results highlight a general tendency toward lower interest levels in futsal extracurricular participation among students, reinforcing the need for further investigation and targeted interventions to enhance student engagement in such programs.

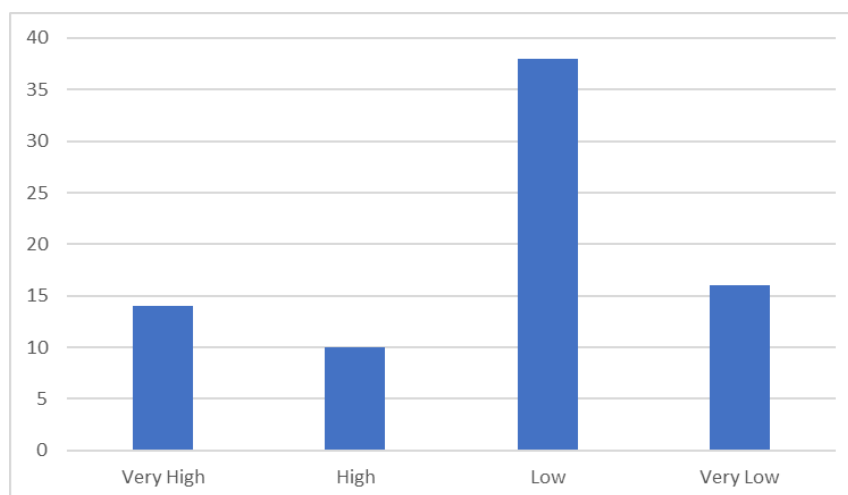


Figure 1. Circle Diagram of Student Interest in Participating in Futsal Extracurricular Activities

The results of further research in more detail will be described regarding 2 factors and 8 descriptors, namely, internal factors of student interest in participating in extracurricular futsal at extracurricular program at Karawang timur 1 Public Junior High School which is categorized as low

with a total of 25 students (19.75%), with 4 indicators including; motivation factor which is categorized as low with a total of 31 students (24.49%), passion factor which is categorized as low with a total of 20 students (15.8%), talent factor which is categorized as high with a total of 45 students (35.55%), passion factor which is categorized as low with a total of 22 students (17.38%). The external factors of student interest in participating in extracurricular futsal at Karawang timur 1 Public Junior High School are categorized as low with a total of 31 students (24.49%), with 4 indicators including family factors that are categorized as low with a total of 24 students (18.96%), social factors that are categorized as low with a total of 25 students (19.75%), social factors that are categorized as very low with a total of 37 students (29.23%), and existing facility factors that are categorized as low with a total of 23 students (18.17%). So, students' interest in participating in extracurricular futsal at Karawang Timur 1 Public Junior High School is in the low category, which means that students are less interested in the extracurricular futsal activities provided.

DISCUSSION

Research results revealed that Karawang Timur 1 Public Junior High School pupils show low enthusiasm for engaging in futsal extracurricular activities. Also mostly falling into the low group are the two main elements impacting this: internal and external ones. Indicators of internal variables, including motivation, interest (passion), and family support, show a lack of personal and surrounding encouragement to engage in the activity. External elements, including social characteristics and the availability of amenities, also remain insufficient. These results imply that the low engagement of students in futsal extracurricular activities is linked to the weakness of motivating elements both inside the students themselves and in their surroundings.

Based on the results of the survey that has been conducted, it can be seen that students' interest in participating in the futsal extracurricular program at Karawang timur 1 Public Junior High School can be seen from two factors that cause low or high student interest, namely factors from

within the students themselves such as; motivation, ideals, talent, and passion. Furthermore, factors from outside include family, social, social, and existing facilities. This is in line with the results of the research ([Bekomson et al., 2020](#); [Kurniawan et al., 2021](#)). Interest is influenced by two factors, namely intrinsic factors and extrinsic factors. Intrinsic factors come from within the individual such as willingness, need and motivation or encouragement.

In contrast, extrinsic factors are factors that come from outside themselves or are influenced by other people or their environment such as family support, school environment and mass media ([Ignatov & Echeva, 2021](#); [Llanos-Muñoz et al., 2023](#)). Some things that influence the emergence of interest are due to physical conditions, material conditions, psychological conditions, and the heart". Interest is a tendency to pay attention and act towards people, an activity or situation that is the object of that interest based on feelings of pleasure. Interest is an acceptance of the relationship between oneself and something outside of oneself ([Verret et al., 2022](#)). Interest is a specific characteristic of the motivational variables resulting from students' interactions with the environment ([Muhammad et al., 2024](#); [Yuliana et al., 2024](#)). interest may mediate the relationship between active, playful learning and student outcomes ([Heredia-León et al., 2023](#); [Zhang et al., 2024](#)).

Futsal extracurricular activities are ideally an interesting activity for students to participate in, because extracurricular activities are activities that students can participate in outside of school class hours. Extracurriculars fall outside the scope of the academic curriculum ([Moldovanova, 2021](#); [Yanuar Rizky & Suroto, 2022](#)). This extracurricular activity is intended for students who want to develop their talents and abilities, in this case, the ability in the sports field, one of which is futsal. Futsal is the form of football known as association football which takes place on a lower pitch and plays mainly indoors. It is a sport that has been gaining popularity worldwide ([Peya Nia Do et al., 2024](#); [Sopiyanto et al., 2024](#)).

Particularly in early adolescence, a developmental stage marked by exploration, emotional changes, and developing self-identity, students' inclination to engage in extracurricular activities is much influenced by their interests. Physical, psychological, material, and emotional situations, among other elements, help to create interest. Interest is the inclination to participate in particular activities or situations depending on enjoyment and pay attention to them. It shows how relevant and connected one believes to be between oneself and an outside activity (Bekomson et al., 2020; Chapman et al., 2023). Within the classroom, interest is seen as a motivating construct moulded by the dynamic interaction between students and their surroundings (Muhammad et al., 2024; Yuliana et al., 2024). Moreover, interest has been discovered to moderate the link between student involvement or outcomes and active, playful learning settings (Bekomson et al., 2020; Zhang et al., 2024).

Outside of regular school hours, futsal extracurricular activities allow kids to improve their physical abilities, increase social interaction, and showcase their athletic ability. Football mixes physical agility with teamwork and strategic thinking as a modified kind of football performed indoors on a smaller pitch. Although futsal programs are globally popular and entertaining (Peya Nia Do et al., 2024; Sopiyanto et al., 2024), student involvement in them may vary. With an eye towards the elements influencing their interest in joining and maintaining involvement in the program, this study investigates how early teenagers, especially students at State Junior High School 1 Karawang, perceive, experience, and respond to futsal as an extracurricular choice.

This study indicates that low student interest in futsal extracurricular activities at Karawang Timur 1 Public Junior High School is influenced by internal and external factors. Internal factors like motivation, interest, and family support and external factors such as the social environment and access to facilities have not been sufficiently effective in fostering student participation in these activities. The low interest indicates obstacles in fostering students' non-academic potential, especially regarding discipline,

cooperation, and physical health, which are usually developed through participation in sports activities.

Nonetheless, this study presents certain limitations as it relies solely on a quantitative approach utilizing closed data from questionnaires, which restricts its ability to thoroughly explore the underlying reasons or personal contexts that affect student participation. A qualitative approach or mixed methods in the future may yield a more thorough understanding. These findings offer significant insights for enhancing extracurricular programs in educational institutions. By analyzing the elements that affect students' interest and involvement, educational institutions can create more focused intervention strategies, such as enhancing facilities, engaging families, or crafting more captivating and student-oriented programs. This initiative aims to foster comprehensive growth in students, encompassing their physical, social, and character dimensions.

CONCLUSION

According to this study's results, internal and external elements help explain the typically low degree of student enthusiasm in engaging in futsal extracurricular activities at State Junior High School 1 Karawang. While externally limited family support, peer influence, and substandard facilities can help to lower students' enthusiasm, internal components, including motivation and personal passion towards sports, tend to be underdeveloped. These findings show the variety of student interest, especially in early adolescence when identity, social belonging, and personal motivation are still forming. This study implies that schools should use more student-centred strategies in planning and supporting extracurricular activities to fit the students' demands, goals, and social dynamics. Strategies including raising awareness about futsal events, strengthening mentoring, and including families might help students be more involved. From a more general standpoint, this study offers an insightful analysis of educational growth by stressing the need to know psychological and contextual elements influencing interest in sports participation. It also provides a basis

for more research targeted at maximizing extracurricular activities to promote student development beyond intellectual capacity.

REFERENCES

- Andika, S. G., Kusnadi, K., & Sokibi, P. (2020). SISTEM PENDUKUNG KEPUTUSAN PEMILIHAN KEGIATAN EKSTRAKURIKULER UNTUK SISWA SMA MENGGUNAKAN METODE SIMPLE MULTI ATTRIBUTE RATING TECHNIQUE (STUDI KASUS: SMA SANTA MARIA CIREBON). *Jurnal Digit*, 9(1), 59. <https://doi.org/10.51920/jd.v9i1.133>
- Bekomson, A. N., Amalu, M. N., Mgbani, A. N., & B. Abang, K. (2020). Interest in Extra Curricular Activities and Self Efficacy of Senior Secondary School Students in Cross River State, Nigeria. *International Education Studies*, 13(8), 79. <https://doi.org/10.5539/ies.v13n8p79>
- Chapman, G., Emambocus, W., & Obembe, D. (2023). Higher education student motivations for extracurricular activities: Evidence from UK universities. *Journal of Education and Work*, 36(2), 138–152. <https://doi.org/10.1080/13639080.2023.2167955>
- Fadriana, C., Sobarna, A., & Rizal, R. M. (2024). Implementasi Kurikulum Merdeka Belajar pada Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan (PJOK) di Sekolah Dasar (Studi Kasus pada Sekolah Dasar Negeri Cisondari 01 Kecamatan Pasirjambu). *JIIIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(6), 5319–5325. <https://doi.org/10.54371/jiip.v7i6.4570>
- Hanania, R. (2024). PENINGKATAN BELAJAR DAN PEMBELAJARAN PENDIDIKAN JASMANI MENGGUNAKAN GOAL ORIENTED EVALUATION MODEL. *Jurnal Pembelajaran, Bimbingan, dan Pengelolaan Pendidikan*, 4(3), 7. <https://doi.org/10.17977/um065.v4.i3.2024.7>
- Heredia-León, D. A., Valero-Valenzuela, A., Gómez-Mármol, A., & Manzano-Sánchez, D. (2023). Motivational Profiles in Physical Education: Differences at the Psychosocial, Gender, Age and Extracurricular Sports Practice Levels. *Children*, 10(1), 112. <https://doi.org/10.3390/children10010112>
- Ignatov, G., & Echeva, G. (2021). State Of The Regulatory Basis And Conditions In The Learning Environment For Providing Class And Extracurricular Activities In Physical Education And Sport. *Trakia Journal of Sciences*, 19(Suppl.1), 677–683. <https://doi.org/10.15547/tjs.2021.s.01.104>
- Kurniawan, R., Kurniawan, A. W., & Wijaya, D. (2021). Students' interest in physical education learning: Analysis of internal and external factors.

Journal Sport Area, 6(3), 385–393.
[https://doi.org/10.25299/sportarea.2021.vol6\(3\).7402](https://doi.org/10.25299/sportarea.2021.vol6(3).7402)

Llanos-Muñoz, R., Vaquero-Solís, M., López-Gajardo, M. Á., Sánchez-Miguel, P. A., Tapia-Serrano, M. Á., & Leo, F. M. (2023). Intervention Programme Based on Self-Determination Theory to Promote Extracurricular Physical Activity through Physical Education in Primary School: A Study Protocol. *Children*, 10(3), 504.
<https://doi.org/10.3390/children10030504>

Moldovanova, I. (2021). Organizing and conducting outdoor games in physical education classes and extracurricular activities in primary school. *CITISE*, 30(4). <https://doi.org/10.15350/2409-7616.2021.4.20>

Muhammad, K., Rahmat, A., & Carsiwan, C. (2024). Permainan Tradisional Terhadap Minat Belajar Siswa dalam Aktivitas Pembelajaran Pendidikan Jasmani Sytematic Literature Review. *Gelombang Olahraga: Jurnal Pendidikan Jasmani dan Olahraga (JPJO)*, 7(2), 260–269. <https://doi.org/10.31539/jpjo.v7i2.8037>

Nadeak, F. J., & Sari, D. M. (2022). Survei Minat Siswa Dalam Mengikuti Pembelajaran Pendidikan Jasmani. *Jurnal Bina Pengabdian Kepada Masyarakat*, 2(2), 90–101. <https://doi.org/10.55081/jbpkm.v2i2.563>

Nugraha, V., Efrita, N., Maiyulia, Y., & Fauziah, A. (2023). Pelaksanaan Adaptasi Teknologi, Kegiatan Ekstrakurikuler dan Pengembangan Kreativitas di Sekolah Dasar. *Jurnal Pengabdian Masyarakat Bangsa*, 1(8), 1476–1483. <https://doi.org/10.59837/jpmba.v1i8.368>

Peya Nia Do, A. T., Nurhattati, N., & Kamaludin, K. (2024). Evaluasi Implemetasi Pendidikan Karakter Melalui Kegiatan Ekstrakurikuler: Systematic Literature Review. *Journal on Education*, 7(2), 8825–8833. <https://doi.org/10.31004/joe.v7i2.7781>

Pratama, A., Fazera, D., Fortunata, L. A., Manurung, N., & Fadilah, R. (2024). Penerapan Model Pembelajaran Discovery Learning untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Inovasi Pendidikan*, 2(1), 21–31. <https://doi.org/10.60132/jip.v2i1.190>

Sabilullah, R. S. (2021). MINAT BELAJAR PESERTA DIDIK MENGIKUTI PEMBELAJARAN PENDIDIKAN JASMANI MELALUI DARING DI SMA NEGERI 1 PARINGIN PADA MASA COVID-19. *Jurnal Ilmu Keolahragaan*, 4(1). <https://doi.org/10.26418/jilo.v4i1.46879>

Simbolon, A. B. & Dicky Hendrawan. (2022). Pengaruh Minat Olahraga Terhadap Hasil Belajar Siswa Kelas V Pada Mata Pelajaran Pendidikan Jasmani. *Jurnal Dunia Pendidikan*, 2(2), 28–32. <https://doi.org/10.55081/jurdip.v2i2.628>

Sopiyanto, S., Supriadi, D., Ishak, M., & Sobarna, A. (2024). The Influence of Student's Learning Motivation And Extracurricular Activities on Physical Education Learning Achievement. *International Journal of*

Business, Law, and Education, 5(1), 1412–1421.
<https://doi.org/10.56442/ijble.v5i1.577>

Verret, C., Roure, C., Ouellet, C., Massé, L., Grenier, J., & Bergeron, G. (2022). Situational interest of students with autism spectrum disorder using context personalization in physical education. *European Journal of Adapted Physical Activity*, 15, 13–13.
<https://doi.org/10.5507/euj.2022.008>

Yanuar Rizky, M., & Suroto, S. (2022). Pedagogi Positif dalam Pendidikan Jasmani (Literature Review). *Jurnal Porkes*, 5(1), 324–332.
<https://doi.org/10.29408/porkes.v5i1.5711>

Yuliana, C., Putra, I. M., Wulandari, T., Al-Ihsan, M. I., & Prasetyo, O. D. (2024). Pengaruh Permainan Kecil Terhadap Minat Belajar Siswa Dalam Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan Di SMPN 7 Muara Bungo. *Journal of SPORT (Sport, Physical Education, Organization, Recreation, and Training)*, 8(1), 159–168.
<https://doi.org/10.37058/sport.v8i1.10218>

Zhang, M., Shen, B., & Bo, J. (2024). Development of a New Individual Interest Questionnaire in Physical Education. *International Journal of Physical Activity and Health*.
<https://doi.org/10.18122/ijpah.3.2.6.boisestate>