

The Effect of Sports Extracurricular Participation on Confidence and Social Interaction of High School Students

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ABSTRACT

This study aims to analyze the influence of sports extracurricular participation on students' confidence and social interaction at SMA Karika Chandra Kirana Makassar. Participation in sports and extracurricular activities is believed to have a positive impact on students' psychosocial development. This study uses a quantitative design with an ex post facto approach. The research sample consisted of 63 students who actively participated in the sports of football (21 students), basketball (15 students), volleyball (12 students), karate (7 students), and badminton (8 students), who were selected using purposive sampling techniques. The instruments used included sports extracurricular participation questionnaires, The Self-Confidence Scale, and the Social Interaction Scale. The results of regression analysis showed that sports extracurricular participation had a significant effect on these two psychosocial variables. The regression model for the effect of participation on self-confidence showed an R Square value of 0.919 with a t-value of 26.33 and a Sig. of 0.000. As for the effect of participation on social interaction, the R Square value was 0.934 with a t value of 29.39 and Sig. 0.000. Based on these results, it can be concluded that sports extracurricular participation plays an important role in increasing students' confidence and social interaction skills. Schools should encourage student participation in sports activities as part of their psychosocial development efforts.

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- A. Conception and design of the study;
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INTRODUCTION

Extracurricular activities are an integral part of the educational process that aims to develop students' potential holistically, in both cognitive, affective, and psychomotor aspects (Agustina et al., 2023; Wahid et al., 2019). Sports are a form of extracurricular activity in great demand by students. Through sports activities, students not only train physical skills and maintain physical fitness but also gain various psychosocial benefits such as increased confidence and the ability to interact socially (Artihuhung & Yulianto, 2025; Kim et al., 2023). This is especially relevant in the context of upper secondary

education, where students are in a transition period from adolescence to adulthood, which is characterized by the need to form a strong self-identity and establish healthy social relationships.

Adolescents who have good confidence tend to be better able to face challenges, dare to express opinions, and adapt more easily to new situations (Yulianto et al., 2025). On the other hand, low self-confidence can hurt academic achievement, and involvement in social activities, and even have an impact on mental health such as the emergence of social anxiety and feelings of inferiority (Ballane, 2019). In addition, good social interaction skills are important capital in adolescent life to build a network of friends, resolve conflicts, and foster a sense of empathy and tolerance towards others (Krammer et al., 2023). Therefore, schools as formal educational institutions have a responsibility to provide spaces and facilities that support the development of students' confidence and social interaction, one of which is through sports and extracurricular activities.

Several previous studies have stated that sports that are carried out regularly and structured can have a positive influence on the formation of student confidence because through sports students are allowed to hone their abilities, achieve achievements, and gain recognition from the surrounding environment (Ilhan & Bardakci, 2020; Shang et al., 2021). In addition, collective sports activities such as team games also require students to build effective social interactions, practice communication, and cooperation, and the ability to resolve conflicts healthily (Kao, 2019; Kurniati, 2016; Sobarna et al., 2021). Sports activities that are carried out regularly can also help students build positive habits that have an impact on lifestyle, discipline, and better emotional management. Other research revealed that students who participated in sports activities showed better social interaction skills, were more sociable, and were able to build more positive relationships with peers (Martinez et al., 2016). Exercise can be an effective medium to overcome social anxiety and increase self-confidence in adolescents, especially in students who previously experienced difficulties in social interaction (Kliziene et al., 2018).

However, most of the previous research focused more on the context of junior high school or the general population, while studies that specifically examined the influence of sports extracurricular participation on confidence and social interaction in high school students were limited. In addition, there are still many schools that have not utilized the potential of sports extracurriculars as a means of developing students' character, which has an impact on the lack of attention to the psychosocial aspects of sports activities held. Based on this phenomenon, this research has an urgency to be carried out to fill the gap in more specific research at the high school education level. The urgency of this research is further strengthened by the demand to strengthen the profile of Pancasila students which emphasizes the importance of character development, independence, and the ability to engage in healthy social interaction in facing the challenges of the 21st century. With empirical evidence showing a positive relationship between participation in sports extracurricular activities and the confidence and social interaction of high school students, it is hoped that schools can be more optimal in designing and developing sports extracurricular programs that not only focus on achieving physical achievements but also

as a means of developing soft skills that are needed in community life.

The results of this study are expected to contribute both theoretically and practically, namely enriching the study of the influence of sports activities on the psychosocial development of adolescents, as well as being a consideration for schools, teachers, and sports extracurricular coaches in designing programs that are more effective and have an impact on the development of student's character.

METHODS

This research is a quantitative research with an ex post facto approach. This approach is used because the variables being studied have already occurred and have not been manipulated by the researcher. The ex post facto research aims to find the cause-and-effect relationship that may exist between the independent variable, i.e. the extracurricular participation in sports, and the bound variable, i.e. the students' confidence and social interaction.

The population in this study is all students who actively participate in sports and extracurricular activities at Karika Chandra Kirana Makassar High School for the 2024/2025 school year. The number of samples in this study was 63 students, consisting of 21 students from football, 15 students from basketball, 12 students from volleyball, 7 students from karate, and 8 students from badminton. The sampling technique used in this study is purposive sampling, which is a sampling technique based on certain criteria set by the researcher.

The instruments used in this study consisted of three types of questionnaires, namely:

Sports Extracurricular Participation Questionnaire

This questionnaire was compiled based on modifications from previous research (adapted from research (Putra, 2016)) which measured the level of student participation in sports and extracurricular activities. The questionnaire consists of 10 items on a Likert scale of 1-5, which includes the dimensions of frequency of attendance, involvement in training, and participation in matches or sports activities.

Self-Confidence Scale

This scale is adapted from the Self-Confidence Scale developed by Bandura (McGrane et al., 2016), which measures students' confidence in their ability to face challenges, make decisions, and perform in public. The scale consists of 20 items on a Likert scale of 1-5, with a total score ranging from 20-100.

Social Interaction Scale

This scale measures the level of students' ability to interact socially, such as the ability to communicate, work together, and establish relationships with peers (Kelly et al., n.d.). The scale consists of 20 items on a Likert scale of 1-5, with a total score ranging from 20-100.

All instruments have been tested for validity and reliability through trials on similar samples before being used in the study.

RESULTS AND DISCUSSION

Result

Descriptive Statistics

The following presents descriptive data on the average and standard deviation of the level of extracurricular participation in sports, confidence, and social interaction of students based on the sport they followed. This data aims to provide a preliminary overview of the tendencies of each variable in each sport studied.

Table 1.

Average and Standard Deviation of Sports Extracurricular Participation, Confidence, and Social Interaction by Sport

Extracurricular Sports	n	Participation (Mean ± SD)	Kepercayaan Diri (Mean ± SD)	Interaksi Sosial (Mean ± SD)
Football	21	8.48 ± 1.03	84.71 ± 4.12	81.10 ± 4.82
Basketball	15	8.53 ± 0.92	85.80 ± 3.59	81.80 ± 4.14
Volley Ball	12	7.92 ± 0.79	83.33 ± 3.58	78.58 ± 3.40
Karate	7	7.71 ± 0.76	82.00 ± 3.00	77.71 ± 2.87
Badminton	8	8.00 ± 0.76	83.25 ± 3.20	79.12 ± 3.23

Based on Table 1, it can be seen that the highest participation rate is found in basketball with an average score of 8.53 ± 0.92 , followed by football 8.48 ± 1.03 . Meanwhile, the lowest participation rate was recorded in the karate sport with an average of 7.71 ± 0.76 . In the confidence variable, basketball also showed the highest average of 85.80 ± 3.59 , followed by football at 84.71 ± 4.12 . While karate has the lowest confidence level with an average of 82.00 ± 3.00 . Meanwhile, in the social interaction variable, basketball again showed the highest score with an average of 81.80 ± 4.14 , followed by football with 81.10 ± 4.82 . Karate showed the lowest average social interaction at 77.71 ± 2.87 .

Analysis of Variable Relationships

Table 2.

Linear Regression Test Data Summary

Model	Model Summary				Coefficients ^a			
	R	R Square	Adjusted R Square	Std. Error of the Estimate	Unstandardized Coefficients		t	Sig.
					B	Std. Error		
1	0.959 ^a	0.919	0.918	1.203	4.33	.165	26.33	.000
2	0.966 ^a	0.934	0.933	0.975	3.92	.134	29.39	.000

Model 1: The Effect of Participation on Self-Confidence

Based on the regression results for the first model, an R-value of 0.959 indicates a very strong relationship between sports extracurricular participation and student confidence. An R-Square value of 0.919 means that 91.9% variability in student confidence can be explained by participation in sports extracurricular activities. The slightly lower Adjusted R Square value (0.918) indicates that the model is still quite good at explaining the variability of the data, after accounting for the number of predictors. A

t-value of 26.33 with a very small Sig. Value (0.000) indicates that the effect of participation on confidence is very significant.

Model 2: The Effect of Participation on Social Interaction

In the second model, an R-value of 0.966 showed a very strong relationship between sports extracurricular participation and students' social interactions. A higher R-Square value, which is 0.934, indicates that 93.4% of the variability in students' social interactions can be explained by participation in sports extracurricular activities. The slightly lower Adjusted R Square value (0.933) indicates that this model is very good at explaining the variability of social interaction data. A t-value of 29.39 and a very small Sig. Value (0.000) indicates that the effect of participation on social interaction is also very significant.

Overall, both regression models show that participation in sports extracurriculars has a very strong and significant influence on students' self-confidence and social interaction. Participation in sports activities can be an important factor in the psychosocial development of students, both in terms of increasing confidence and the ability to interact with others.

Discussion

This study aims to determine the influence of sports extracurricular participation on students' confidence and social interaction. Based on the results of the data analysis obtained, it can be concluded that participation in sports and extracurricular activities has a significant impact on two psychosocial aspects of students, namely self-confidence and social interaction. The discussion of the results of this study will further discuss the influence, relate it to relevant theories, and provide an explanation of the existing findings.

The Effect of Sports Extracurricular Participation on Self-Confidence

The results of the study showed that participation in sports and extracurricular activities had a positive and significant effect on student confidence. Active participation in sports activities gives students the opportunity to develop their skills, increase their confidence, and feel better prepared for challenges, both inside and outside the school environment. Sports activities often involve intensive training, competition, and interaction with teammates, which allows students to build a stronger sense of confidence. Based on social psychology theory, self-confidence develops through social interaction and hands-on experience in achieving goals or overcoming obstacles (Lopez-Garrido, 2023). In this context, sports extracurricular participation becomes an effective means of providing such experiences, which in turn increases students' confidence.

High self-confidence is one of the important factors in the psychosocial development of students (Akbari & Sahibzada, 2020), especially in adolescents who are looking for self-identity and learning to interact with the outside world. In sports, students are allowed to experience both failure and success, both of which are self-confidence-strengthening learning processes. In addition, participation in sports also

often involves assessment from coaches and peers, which provides recognition and positive feedback that further boosts their confidence. This is in line with Bandura's Self-Efficacy theory, which states that an individual's belief in their ability to succeed in a particular task will encourage them to be more confident in facing similar challenges in the future (Graham, 2022).

The Effect of Sports Extracurricular Participation on Social Interaction

The process of interaction between individuals can affect a person's personal and social development (Gamage et al., 2021). In this context, sports activities provide opportunities for students to build better interpersonal relationships. Sports bring together students from different backgrounds, which allows them to learn tolerance, cooperation, and empathy for others. Team activities in sports, such as soccer, basketball, and volleyball, strongly support the development of social skills because each player must learn to work together to achieve a common goal (Setiawati et al., 2024). In addition, effective communication in a team is indispensable to achieving success in the game, which directly improves students' social interaction abilities (Ishak, 2021).

Overall, the findings of this study show that participation in sports and extracurricular activities not only has a positive impact on one aspect of the student's psychosocial but also the interconnectedness between self-confidence and social interaction. These two variables support each other in the personal development of students. Students who have high self-confidence are more likely to actively engage in social interactions (Lubis et al., 2022), as they feel more confident in dealing with others. In contrast, students who frequently interact in a positive social environment through exercise, tend to develop higher self-confidence. In this case, extracurricular participation in sports becomes a factor that strengthens both aspects, which in turn can support the overall social and emotional development of the student.

These findings are in line with the results of previous research that showed that involvement in sports can increase confidence and social interaction skills in adolescents. Sports provide space for students to express themselves, learn to deal with failure, and celebrate success with teammates. This experience is very important in shaping a student's personality that is confident and able to adapt to various social situations. Therefore, sports extracurricular activities not only have physical benefits but also play an important role in the development of psychosocial aspects that support students' success in daily life.

CONCLUSION

This research proves that sports extracurricular participation has a significant influence on the development of students' confidence and social interaction. Sports activities provide opportunities for students to boost their confidence through hands-on experience in training and competing. In addition, sports also serve as a means to build students' social skills, which are essential for their personal and social development. Therefore, schools should encourage students to actively participate in sports and

extracurricular activities, as the benefits obtained are not only limited to the physical aspect but also have a great effect on the psychosocial aspects of the student.

From these findings, it can be concluded that schools and related parties need to pay more attention to the provision of facilities and opportunities for students to engage in sports and extracurricular activities. In addition to being a forum for developing physical skills, sports in the school environment must also be seen as an important tool in supporting students' mental and social development. A good and organized extracurricular program will have a greater positive impact on students' personal development, create a more inclusive environment, and improve interpersonal relationships between students. Thus, sports extracurriculars can be a determining factor in the formation of a student character who is confident and able to interact effectively with others.

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