



Differences in Physical Education Learning Interests between Active and Inactive Students in Sports Extracurricular at SMK YPUP Makassar

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ABSTRACT

This study aims to determine the difference in interest in learning physical education between students who are active and inactive in sports and extracurricular activities at SMK YPUP Makassar. The approach of this research is quantitative with a comparative design. The sample consisted of 60 students who were divided into two groups, 30 active students and 30 students who were not active in sports extracurriculars. The sampling technique uses purposive sampling, which is to select students based on their involvement in sports and extracurricular activities. The instrument used in this study is a physical education interest and learning questionnaire that has gone through validity and reliability tests before being used. Data were analyzed using descriptive statistics and independent t-test tests. The results of the descriptive analysis showed that active students had an average learning interest score of 84.87 with a standard deviation of 5.02, while inactive students had an average of 66.50 with a standard deviation of 4.55. The results of the t-test showed that there was a significant difference between the two groups, with a significance value (p) of 0.000 ($p < 0.05$) and a mean difference of 18.367. The results of this study show that involvement in sports extracurricular activities is positively related to the level of interest in learning physical education. Therefore, schools need to encourage student participation in extracurricular activities as one of the strategies to increase interest in learning physical education subjects.

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- A. Conception and design of the study;
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INTRODUCTION

Physical Education is one of the subjects that has an important role in the formation of character and physical health of students (Arifin, 2017; Iqbal, 2021). Through Physical Education, students are not only taught about motor skills and sports techniques but also given an understanding of the importance of maintaining body fitness and a healthy lifestyle (Mulyana et al., 2024). In the context of current educational developments, students' interest in learning is a factor that greatly determines the success of the



learning process, including in the subject of Physical Education (Hatmoko, 2015). Interest in learning is a strong tendency and willingness of students to participate actively and enthusiastically in learning activities (Kpolovie et al., 2014). With a high interest in learning, students will be more motivated to understand the material, practice, and improve their physical and mental abilities through Physical Education. However, the interest in learning Physical Education among students is not always the same and tends to vary. One of the factors that is suspected to play an important role in shaping the interest in learning is the involvement of students in sports and extracurricular activities. Sports extracurricular activities are activities held outside of formal lesson hours that provide opportunities for students to practice intensively and develop their physical abilities more optimally (Abduloh et al., 2022). This activity not only provides practical experience in various sports, but also fosters a spirit of sportsmanship, discipline, and confidence (Precillas, 2025). By being actively involved in sports extracurriculars, students have the potential to have more and more diverse experiences that can influence their attitudes and interests towards Physical Education subjects.

Some previous studies have shown that students who actively participate in sports and extracurricular activities tend to have higher levels of interest and motivation to learn than students who are inactive (Chen et al., 2014; Saepudin et al., 2017). This is suspected because students who are active in sports extracurriculars have become accustomed to regular exercise patterns, good time management, and positive social interactions in sports groups. In addition, active students generally have a deeper understanding of the benefits of exercise for health and achievement, so they tend to appreciate and be more enthusiastic about Physical Education lessons in school (Bailey, 2017). In contrast, students who are not active in sports extracurriculars may lack practical experience and opportunities to develop their physical abilities, which can ultimately affect their interest in learning. Therefore, it is important to examine the differences in learning interests between students who are active and inactive in sports and extracurricular activities in order to know how much involvement in extracurricular activities affects the interest in learning Physical Education.

In the context of learning in high school, understanding the factors that affect Physical Education learning interest is crucial. Given that Physical Education learning not only aims to improve students' physical fitness but also forms positive attitudes and characters through physical activity, motivation and interest in learning are the main aspects that educators must pay attention to (Syafuruddin et al., 2022). Student involvement in sports extracurriculars is one of the potential indicators of increasing this interest. By understanding the relationship between students' activeness in sports and extracurricular activities and Physical Education learning interests, teachers and school managers can design more effective learning and extracurricular management strategies to improve student learning outcomes. However, in some schools, there are still several students who are less interested in participating in sports extracurriculars, either for reasons of time, interest, or other factors. This condition can cause low interest in learning students in Physical Education subjects, which has a negative impact

on the quality of learning and their physical development. Therefore, this study seeks to delve deeper into the differences in Physical Education learning interests between students who are active and inactive in sports extracurriculars. With the results of this study, it is hoped that it can provide a clear picture of the relationship between activity in extracurricular sports and learning interests, as well as become a basis for schools and teachers in developing learning programs and extracurricular activities that can increase students' interest and learning achievement.

This research is very relevant to the current condition of physical education which demands a learning approach that is not only theoretical but also practical and fun for students. By increasing interest in learning, students are expected to not only get physical benefits from Physical Education lessons but also be motivated to continue to develop themselves and make sports a part of their healthy lifestyle. Thus, the role of sports extracurriculars as a forum for developing students' abilities and interests is very important to be studied further to support the achievement of overall physical education goals.

METHODS

This study uses a quantitative approach with a type of comparative research. The quantitative approach was chosen because this study aims to measure and analyze the difference in the level of interest in learning Physical Education between two groups of students, namely students who are active and inactive in sports extracurriculars. Comparative design is used to compare two groups based on specific variables, in this case, the level of interest in learning Physical Education.

The population in this study is all class X students at SMK YPUP Makassar in the 2024/2025 school year. The sampling technique is carried out by the purposive sampling method, with the following criteria:

1. Active sports extracurricular students: students who regularly participate in sports extracurricular activities for at least the last 1 semester.
2. Sport extracurricular students: students who never or rarely participate in sports extracurricular activities.

The instrument used to measure students' interest in learning in Physical Education is a questionnaire or a closed questionnaire using a Likert scale of 1-5, from "strongly disagree" to "strongly agree". The questionnaire was developed based on learning interest indicators which include:

1. Attention to Physical Education subjects.
2. A sense of pleasure in following the lessons.
3. Interest in content and activities in learning.
4. Active involvement in the learning process.
5. Expectations for Physical Education learning outcomes.

This questionnaire has been tested for validity and reliability through a trial and error on 20 students at another school with high validity results ($r > 0.30$) and reliability with a Cronbach's Alpha value of 0.85 which indicates that the instrument is very reliable.

The collected data was analyzed using an independent sample t-test to find out if there was a significant difference in interest in learning Physical Education between students who were active and inactive in extracurricular sports.

RESULTS AND DISCUSSION

Result

Descriptive Statistics

The table below presents the results of the descriptive statistical analysis of the two test groups.

Table 1.

Descriptive summary of the statistics for both groups

Group	n	Mean	Std. Dev	Min	Max
Active	30	84.87	5.02	75	93
Inactive	30	66.50	4.55	59	75

Based on the results of descriptive statistical analysis, it was found that students who were active in sports and extracurricular activities had an average physical education learning interest score of 84.87 with a standard deviation of 5.02, while inactive students had an average score of 66.50 with a standard deviation of 4.55.

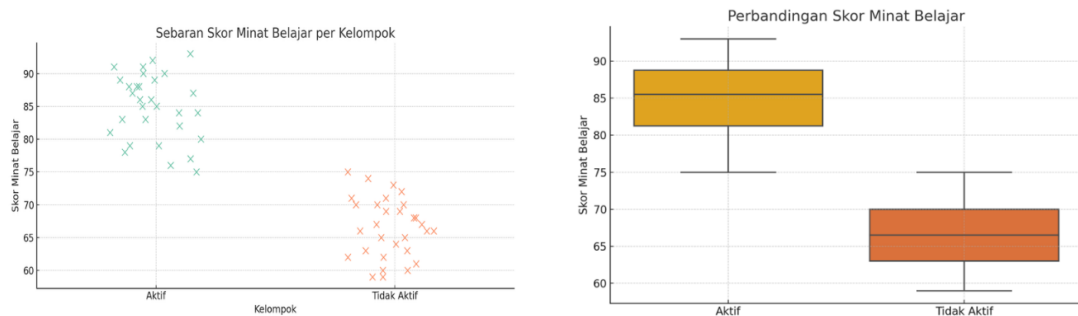


Figure 1.

Data visualization graphs for both groups

Here is a visualization of the data for both groups. The first graph shows the individual distribution of physical education learning interest scores based on activity in sports extracurriculars. The second graph shows the comparison of the average learning interest score between active and inactive student groups, complete with an error bar line as the average error standard.

On the dot plot, it can be seen that the learning interest scores of students who are active in sports extracurriculars tend to be distributed in a higher range, which is between 75 to 93. In contrast, inactive students had lower learning interest scores, ranging from 59 to 75. This distribution shows a clear pattern that active students have a consistently higher interest in learning.

Meanwhile, on the average graph (plot bar), the difference between the two groups seems striking. The average learning interest score of active students is 84.87, while the inactive group only reaches 66.50. The error bars that do not overlap each other

further confirm the significant differences between groups. Visually, this graph supports the results of statistical analysis that show that activeness in sports and extracurricular activities is positively correlated with high interest in learning physical education.

A Different Kind of Interest in Learning

The table below presents the results of the analysis of the independent t-test to compare the interest in learning physical education between active and inactive students in sports and extracurricular activities at SMK YPUP Makassar.

Table 2.

Summary of independent t-test data for 2 groups

Group	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Active vs Inactive	14.860	58	0.00	18.367	1.236

The results of the independent samples t-test showed a value of $t = 14.860$ with a degree of freedom (df) = 58 and a significance value (p -value) = 0.000. Because the $p < p$ -value is 0.05, it can be concluded that there is a statistically significant difference between the learning interests of students who are active and inactive in sports extracurriculars. The mean difference of 18,367 shows that active students have a significantly higher interest in learning physical education compared to inactive students.

Discussion

This study aims to determine the difference in interest in learning physical education between students who are active and inactive in sports and extracurricular activities at SMK YPUP Makassar. Based on the results of the data analysis that has been carried out, it was found that there was a quite striking difference in learning interest between the two groups. Students who actively participate in sports and extracurricular activities show a higher interest in learning physical education compared to students who are not involved in such activities.

These findings reinforce the view that students' involvement in sports activities outside of formal lesson hours has a positive impact on their attitudes and interest in relevant subjects, in this case, physical education. Active participation in sports extracurriculars seems to foster a sense of belonging to physical activity, increase awareness of the importance of a healthy lifestyle, and foster emotional attachment to physical activities (Wallhead et al., 2013). This is in line with social learning theory, which states that direct experience and active involvement in an activity can increase intrinsic motivation as well as strengthen positive attitudes towards the activity (Chuang, 2021). In addition, sports extracurricular activities often create a more dynamic, cooperative, and supportive learning environment for the development of the social-emotional aspects of students (Cavaletto & Miglietta, 2024). Students who are active in this activity have the opportunity to form positive interpersonal relationships with peers and coaches, as well as feel achievements and appreciation for their efforts in a non-academic context. These factors indirectly affect students' perceptions of physical education lessons in the classroom. They tend to view the lessons not just as an

academic obligation, but as an important part of the activities they enjoy.

In contrast to students who are not involved in sports or extracurricular activities, they generally have limitations in hands-on experience related to physical activities. Lack of involvement in the physical and social environment that supports sports activities can lead to a low appreciation of physical education values, such as the importance of physical health, teamwork, and self-discipline (Rullestad et al., 2021). This has the potential to make students feel less interested or emotionally disconnected from the material taught in the subject. On the other hand, learning motivation is not only influenced by physical activity alone, but also by students' perception of teachers, learning methods, and the relevance of materials to their daily lives (Hidayat et al., 2022). In this context, students who are active in sports are likely to already have a positive perception of the values of physical education, so they can more easily understand and appreciate the content of the Lesson (Hellison et al., 2025). Their interest in physical education lessons arises naturally because of the compatibility between personal experience and formal learning contexts.

Furthermore, this difference in learning interest can also be attributed to the concept of engagement in the educational process. Student involvement in learning includes behavioural, emotional, and cognitive dimensions (Gusmaneli et al., 2024). Students who are active in extracurriculars tend to be more emotionally engaged because they have had positive experiences with physical activity, are more confident in performing movements or games, and are more motivated to develop their abilities. This kind of engagement creates a positive cycle that encourages increased interest and learning outcomes in physical education lessons. These findings are also relevant to various previous research results that show a positive relationship between participation in physical activity and attitudes and motivation towards physical education (Goodyear et al., 2023; Wintle, 2022). These studies state that active involvement in sports can increase the perception of self-competence, strengthen physical identity, and foster a spirit of achievement that is in line with the learning goals of physical education. In this case, students who are active in extracurriculars not only gain physical benefits but also gain social and emotional experiences that enrich their view of the importance of physical learning (Cortellazzo et al., 2021).

However, it is also important to note that this difference in interest does not mean that inactive students do not have the potential to be developed. Low interest in learning in this group can be an indicator of the need for a more inclusive, creative, and contextual approach to learning (Demchenko et al., 2021). Physical education teachers can design fun activities, adapt to diverse student interests, and build bridges between students' daily experiences and learning goals. Strategies such as game-based learning, group projects, or technology integration can be solutions to increase the interest of students who are less physically active. Overall, the results of this study indicate that students' involvement in sports extracurriculars not only plays a role in improving physical health but is also closely related to their interest and attitude towards physical education. Therefore, efforts to improve the quality and quantity of student participation in sports activities need to be a common

concern, both educators, schools, and education policymakers. This is in line with a holistic approach to education, where learning not only focuses on the cognitive aspect, but also includes the social, emotional, and physical development of students.

CONCLUSION

Based on the results of the data analysis that has been carried out, it can be concluded that there is a significant difference in interest in learning physical education between students who are active and inactive in sports and extracurricular activities at SMK YPUP Makassar. Students who are active in sports extracurriculars show a higher level of interest in learning than students who are not active. Involvement in sports activities outside of formal lesson hours contributes to increased motivation, confidence, and a positive attitude towards physical education lessons.

These results show that active participation in sports and extracurricular activities has a positive influence on students' learning attitudes in the context of physical education. Therefore, schools need to encourage students to participate in the various sports activities available, as well as create a supportive and enjoyable learning environment for all students, both active and inactive in extracurricular activities. This effort is expected to increase student interest, engagement, and learning outcomes in physical education subjects as a whole.

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