

Identifying Students' Interest In Participating In Physical Education Classes At SMP Negeri 9 Kota Jambi

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ABSTRACT

This study aims to determine the interest of students in physical education classes in grades 7 and 8 at SMP Negeri 9 Kota Jambi. Student interest is measured through several indicators that influence interest, namely enjoyment, student interest, student involvement, and attention in learning. This study was conducted at SMP Negeri 9 Kota Jambi from May 20 to June 17, 2025. The data in this study aims to identify the level of student interest in participating in PJOK learning at SMP Negeri 9 Kota Jambi, particularly in grades 7 and 8. The literature review emphasizes that interest is influenced by internal factors, such as motivation and talent, as well as external factors, such as the role of teachers, facilities, and the school environment. The method used is quantitative descriptive with a survey technique. Data was collected through a questionnaire that had been tested for validity, with a total of 490 student respondents. The results showed that student interest was in the Good category (66.53%), with each indicator obtaining a percentage of 70%.

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A. Conception and design of the study;
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INTRODUCTION

Exercise is a physical activity that plays an important role in modern human life, not only to improve health but also to maintain fitness and physical performance. Regular physical activity has been proven to maintain the balance of bodily functions, including improving blood circulation, strengthening muscles, and increasing joint flexibility. In addition, exercise also has psychological benefits, such as increasing the production of endorphins, which can reduce stress and improve mood (Yuliasari, 2013).

In the context of education, sports are integrated into the school curriculum through the PJOK subject. According to (Trisetoyo Bowo Laksono et al, 2023), PJOK aims to develop students who are physically, mentally, and socially healthy through various sports activities and learning related to healthy lifestyles. However, the effectiveness of

PJOK learning is greatly influenced by students' interest in the activities provided. Students who have a high level of interest tend to be more active and fully participate in learning activities, while students with low interest are often less involved and do not maximize their potential. Therefore, the urgency of this study lies in the importance of understanding and identifying the factors that influence student interest in PJOK learning. If student interest continues to decline, this will not only.

Interest in learning is one of the psychological factors that plays a major role in the success of the educational process, including in Physical Education, Sports, and Health (PJOK) learning. Students who have a high interest in learning will be more active, enthusiastic, and excited in participating in PJOK learning activities, both theoretical and practical. However, in reality, many students consider PJOK as a complementary subject that is less important, so their participation is low. Research by (Maulana, 2021) shows that low student interest in learning PJOK has an impact on suboptimal learning achievement.

Students' interest in participating in PJOK learning can be influenced by various factors, both internal and external. Internal factors include motivation, personal interest, and previous experience (Thedimus Bapor & I Ketut Semarayasa, 2022), while external factors include teaching methods, availability of facilities, and support from the surrounding environment (Ramadhan et al., 2023). For example, uninteresting teaching methods or a lack of sports facilities at school can cause low student interest in participating in PJOK lessons. Conversely, innovative and interactive learning approaches can increase student enthusiasm for participation.

Based on observations conducted at SMP Negeri 9 Kota Jambi during the implementation of PLP, it was found that many 7th and 8th grade students showed little enthusiasm in participating in PJOK lessons. Some students appeared unmotivated, did not bring sports equipment, or even chose not to participate in practical activities. This phenomenon is in contrast to other subjects, such as cultural arts, where students appear more active and enthusiastic.

Previous studies have focused on the relationship between interest and learning outcomes in general. There have not been many studies that specifically examine the factors that influence low interest in learning PJOK, especially at the junior high school level in certain environments. Research by (Rizki, 2021) states that monotonous learning methods, lack of variety, and minimal individualized approaches cause students' interest in learning to be low. This raises the expectation that students will be enthusiastic about participating in PJOK lessons as a means of developing physical fitness and character. However, in reality, students tend to be less serious about participating in PJOK, and often avoid practical activities for various reasons (laziness, not bringing equipment, feeling uncomfortable with the teacher, or lack of supporting facilities).

Students' interest in PJOK is often lower than in other subjects, mainly because of the perception that PJOK is only physical activity and does not require cognitive understanding. This results in low student participation, which in turn affects learning achievement and character building.

This problem is a cause for concern because students' lack of interest in PJOK can have an impact on their overall health and development. Based on (Maulani & Adnan, 2011), only 48% of students showed high interest in PJOK lessons, while the remaining 52% showed low interest. Then, based on (Nugraha et al., 2024), 60% of students felt that PJOK was an unpleasant subject, while only 25% considered PJOK important for their health. According to (Wahyudi, 2021) student interest in PJOK not only affects learning outcomes but also builds healthy lifestyle habits that can last a long time. Therefore, it is important to identify the factors that influence student interest in participating in PJOK learning.

This study is important because it touches on a fundamental aspect of education: developing healthy, active, and balanced lifestyle habits. Interest in learning is the main gateway to ensuring that students derive optimal benefits from physical education. According to (Nurhasanah & Sobandi 2016), low interest in physical education among junior high school students leads to an increase in sedentary behavior (lack of exercise), which in the long term poses a risk to health.

METHODS

This study uses quantitative descriptive research to describe certain phenomena systematically and objectively using numerical data. In this context, it examines students' interest in physical education in grades 7 and 8 of junior high school. The population is a collection of objects or subjects that have specific characteristics or traits that have been determined by the researcher for analysis, so that conclusions can be drawn. The population in this study consisted of 722 students in grades 7, 8, and 9 at SMP Negeri 9 Kota Jambi. The sampling method used was purposive sampling, which is a method that gives each element (member) of the population an equal chance of being selected as a sample (Lenaini, 2021)

The data collection procedures used in this study are as follows:

1. Questionnaires or surveys, which consist of several types of surveys, namely closed surveys, semi-open surveys, and open surveys. Closed surveys are designed to collect quantitative data. Meanwhile, semi-open questionnaires are used to obtain quantitative and qualitative data, as well as to provide limited space for respondents to answer. Open questionnaires aim to collect qualitative data by giving respondents more freedom in providing answers.
2. Documentation, data obtained through document analysis that can serve as additional references and complement the primary data collected through interviews.

The technique that can be applied in this analysis is frequency distribution using descriptive statistics, namely calculations in the form of percentages. According to (Sudijono 1991:40), because this is something under research, the desired analysis technique is simply to apply percentage calculations. The formula used to calculate the percentage is as follows:

$$P = F/N \times 100\%$$

According to (Sugiyono, 2020), validity indicates the extent to which a research instrument is capable of measuring what it is supposed to measure. Meanwhile, an instrument is considered valid if it is able to accurately reveal data on the variables being studied. The validity test in this study was conducted to determine the extent to which the items in the questionnaire were able to measure the variable of interest in learning PJOK.

RESULTS AND DISCUSSION

This study obtained data through questionnaires distributed to all 7th and 8th grade junior high school students. In filling out the questionnaire, students were asked to write their personal details and check the boxes on the questionnaire provided by the researcher according to their actual circumstances. The analysis was carried out by calculating the correlation between the score for each statement and the total score using the Pearson product moment formula with the help of Microsoft Excel or SPSS. The correlation value obtained (calculated *r*) was then compared with the table *r* value at a significance level of 5% and the number of test respondents (*n*=70). Based on *df*=*n*-2=68, the table *r* obtained was = 0.235.

The validity assessment criteria were:

- Valid if calculated *r* > table *r*
- Invalid if calculated *r* < table *r*

The results obtained from the research were then processed by the researcher in accordance with the analysis techniques determined by the researcher, whereby the data obtained from the questionnaire was scored in accordance with the scoring provisions explained in Chapter III. Based on the data obtained and processed to answer the research questions in this study, the results of this study are as follows: The results of the study of all 7th and 8th grade students as respondents in this study are presented in the assessment table. In detail, the following will describe the data on each indicator that underlies students' interest in physical education and health learning in 7th and 8th grade junior high school.

Student Interest in Physical Education Learning in Grades 7 and 8 Based on the Indicator of Feeling Happy

Table 1.

Cumulative Percentage of Student Responses on the Indicator of Happiness

Cumulative Percentage of Student Responses on the Indicator of Happiness					
Statement	Number of statements	Score	F	Average score	%
P1-P6, P25, P28, P29	9	SS (5)	769	3845	17%
		S (4)	1853	7412	42%
		RR (3)	866	2598	20%
		TS (2)	703	1406	16%
		STS (1)	219	219	5%
Avarage			4410	15480	100%
Maximum Score			22050		
Percentage			70%		
Criteria			Good		

Based on Table 1. above, it is stated that the feeling of happiness indicator aims to determine the extent to which students feel comfortable, happy, and enjoy the PJOK learning process at school. In this research questionnaire, the indicator was measured through nine statements, namely questions P1 to P6, as well as P25, P28, and P29. A total of 490 students completed the questionnaire, resulting in a total of $490 \times 9 = 4,410$ responses analyzed for this indicator. Each student provided answers on a 1–5 Likert scale, with the following categories: Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4), and Strongly Agree (5). The results of data processing showed that the highest scores came from the “Agree” and “Strongly Agree” categories. The actual score was obtained by multiplying the frequency of responses in each category by its score weight, then adding them together. The maximum score was calculated from the total responses $\times 5$ (highest score).

After calculation, the actual score obtained was 15,480 out of a maximum score of 22,050, so the achievement percentage was $(15,480 / 22,050) \times 100\% = 70\%$, which falls into the “Good” category. This means that, in general, students feel happy in participating in PJOK lessons, and the learning atmosphere tends to be positive and supportive of student learning comfort.

Student Interest in Physical Education, Health, and Sports (PJOK) Learning in Grade 7 and Grade 8 Based on Student Interest Indicators

Table 2.

Cumulative Percentage of Student Respondents on Student Interest Indicators

Cumulative Percentage of Student Respondents on Student Interest Indicators					
Statment	Number of statements	Score	F	Average score	%
P7 – P19	13	SS (5)	1119	5595	18%
		S (4)	2616	10464	41%
		RR (3)	1204	3612	19%
		TS (2)	1072	2144	17%
		STS (1)	359	359	6%
Avarage			6370	22174	100%
Maximum score			31850		
Percentage			70%		
Criteria			Good		

Based on Table 2, it is stated that this indicator aims to determine the extent to which students can concentrate and remain focused while attending PJOK lessons. This indicator is measured through 7 questions consisting of numbers P26, P27, and P36 to P40. With a total of 490 respondents, the total data obtained was $490 \times 7 = 3,430$ answers. Based on the recapitulation results, it was found that the majority of students gave answers in the “Agree” and “Strongly Agree” categories. This shows that students are quite serious and focused when participating in learning activities. The total actual score obtained was 12,071, and the maximum score was 17,150. With the calculation $(12,071 / 17,150) \times 100\%$, a percentage of 70% was obtained, which is included in the “Good” category. This shows that students have a good level of attention to PJOK lessons. They are not easily distracted, are able to follow the teacher's explanations, and listen to learning activities with focus.

Table 3.
Cumulative Percentage of Student Interest Based on Overall Indicators

Indicator	Percentage	Interpretation
Feeling of Happiness	70%	Good
Student Interest	70%	Good
Student Engagement	70%	Good
Etention In Learning	70%	Good
Comulative	70%	Good

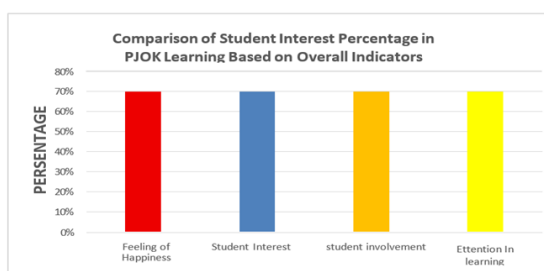


Figure1.
Comparison of Student Interest in Physical Education, Health, and Sports Learning Based on Overall Indicators

Education is one of the efforts to develop individual abilities or potential so that they can live their lives optimally, both as individuals and as members of society who are able to contribute to their environment. The teaching and learning process carried out in schools includes Physical Education, Sports, and Health (PJOK) subjects, which are places where people can discuss how to improve their motor skills, physical knowledge, sportsmanship, healthy living, and mental, emotional, social, and spiritual growth for both men and women.

Teaching is not only aimed at achieving the above objectives on paper but also at helping children grow towards changes that are in line with the teaching objectives of education. In improving physical education learning in schools, one of the most important aspects is students' interest in PJOK learning. Therefore, the researcher conducted a study on students' interest in learning physical education and health in grades 7 and 8 of junior high school.

Based on the results obtained in a study entitled Identification of Student Interest in Participating in PJOK Learning at SMP Negeri 9 Kota Jambi, which aimed to determine the interest of students in PJOK learning in grades 7 and 8 at SMP. From the data obtained through questionnaires given to 490 respondents, the results of student interest in the indicator of student enjoyment of PJOK learning was 70% (Good), student interest influenced by student interest in PJOK learning was 70% (Good), the students' interest in learning PJOK influenced by Student Involvement was 70% (Good), and the students' interest in learning PJOK influenced by Attention in Learning was 70% (Good).

Overall, with a total of 40 statements and 490 respondents, the questionnaire percentage was 66.53%, which means that the learning interest of students in physical education and health classes in grades 7 and 8 at SMP Negeri 9 Kota Jambi was in the Good category.

This result is in line with the description of each indicator, namely feelings of enjoyment, student interest, student involvement, and attention in learning, all of which are also in the Good category. The following is an explanation of each indicator:

a. Indicators of Happiness

The data shows that indicators of happiness scored 70% in the Good category. This means that most students feel comfortable, happy, and unstressed when participating in PJOK lessons. They welcome PJOK lessons with enthusiasm because they can move actively, play, and interact with their friends. This positive atmosphere is evident when students laugh and cheer while doing what the teacher teaches. Thus, the happiness felt by students makes PJOK an enjoyable lesson that is also beneficial to their health.

b. Student Interest Indicator

The data shows that student interest indicators scored 70% in the Good category. This indicates that students have a high level of curiosity and interest in PJOK activities. They appear enthusiastic when teachers introduce different sports, such as volleyball or shot put, and show a desire to try them immediately. This interest is also reflected in the students' attitude of frequently asking questions if they do not understand, waiting patiently for their turn, and feeling proud when they successfully perform a movement correctly. This means that PJOK is not only seen as an obligation, but also as an exciting activity that adds to their new experiences.

c. Student engagement indicators

The data shows that student engagement indicators scored 70% in the Good category. This engagement was evident in the students' active participation in warm-ups, sports practice, and group work. Students were eager to demonstrate movements without being asked, and showed sportsmanship by respecting the rules of the game and congratulating the opposing team. They also appear happy when they succeed in working together in groups. Thus, student engagement in PJOK is not only physical, but also reflects emotional and social engagement that supports the achievement of learning objectives.

d. Attention in learning indicators

The data shows that student attention indicators scored 70% in the Good category. This means that most students were able to focus and concentrate during PJOK lessons. They listened carefully to the teacher's explanations, paid attention to movement examples, and tried to correct their mistakes during practice. Even though the lessons were conducted in an open field prone to distractions, the students were still able to maintain their concentration. This shows that the students did not just move around, but really paid full attention so that the lessons were effective and meaningful.

So, the conclusion from the four indicators, namely enjoyment, student interest, student involvement, and attention, is that they are all in the good category with an average of 70% and a cumulative result of 66.53%. Therefore, it can be concluded that

students at SMP N 9 Kota Jambi have a high level of interest in participating in PJOK lessons, as reflected in their feelings of happiness, curiosity, active involvement, and full attention during activities.

CONCLUSION

From this study, it can be concluded after analyzing data on student interest in PJOK learning at SMP Negeri in grades 7 and 8. The percentage results of several factors that influence student learning interest obtained based on the indicators of enjoyment of 70% (Good), student interest of 70% (Good), student involvement of 70% (Good), and attention in learning of 70% (Good). Thus, the percentage of student interest in learning PJOK in grades 7 and 8 at SMP Negeri 9 Kota Jambi is 66.53%, which falls into the Good category. This shows that student interest in learning sports and health in grades 7 and 8 at SMP Negeri 9 Kota Jambi is still relatively high or falls into the Good category.

These results show that students have a positive attitude toward PJOK learning, in terms of motivation, activity, and concentration in participating in activities. In addition, the results of this study are expected to provide input for PJOK teachers and schools in designing more interesting and effective learning strategies. For schools, these results are also important as a basis for providing adequate sports facilities and infrastructure to support the optimal achievement of PJOK learning objectives.

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