



Level of Participation of Students Who Participate in Extracurricular Sports Activities at SMPN 11 Banjarbaru

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ABSTRACT

This study aims to determine the level of student participation in participating in sports and extracurricular activities at SMP Negeri 11 Banjarbaru. The method used in the study is descriptive qualitative. Sampling with purposive sampling with 1 sports teacher and 7 students who are considered active in participating in sports extracurricular activities. Data collection uses more than one technique, namely observation, interviews, and documentation. The data analysis used is descriptive analysis. Based on the results of observations of the implementation of sports extracurricular activities at SMP Negeri 11 Banjarbaru, then the documentation that the researcher obtained and interviews conducted by the researcher with students who are considered active in participating in sports extracurricular activities at school, the conclusion in this study is that the level of student participation in participating in sports extracurricular activities at SMP Negeri 11 Banjarbaru is quite good, because of various intrinsic and extrinsic factors that support student participation, in addition students tend to get good support from teachers/coaches, and friends when participating in sports extracurricular activities at school, and they also get various positive experiences when participating in sports extracurricular activities.

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INTRODUCTION

Extracurricular sports activities in schools are an integral part of character development and student health (Presidential Regulation No. 87/2017). These activities not only support physical fitness but also shape social skills such as discipline, cooperation, sportsmanship, and responsibility (Afif, Santoso, & Setiabudi, 2024; Giffari, 2023).

Extracurricular sports activities are widely recognized as integral components of holistic education, enhancing not only students' physical conditioning but also fostering social interaction, emotional regulation, and academic engagement (OECD, 2022; Li, 2023). Globally, studies show that students engaged in after-school sports report higher



levels of well-being, school attachment, and life satisfaction (Doe et al., 2023). Participation in sports outside formal Physical Education (PE) classes is often associated with increased overall physical activity, particularly among children less involved in community clubs (Smith et al., 2020). This phenomenon holds significance in Indonesia, where school-based sports serve as accessible platforms for fostering youth development, equity, and socio-emotional growth (Rahmawati & Setiawan, 2022).

In Indonesia, student participation in sports activities still needs serious attention. For example, a study in Banyuwangi showed that 70.6% of students were actively involved, with positive character scores ($r=0.78$, $p=0.001$). Another study in Mojokerto revealed that 64% of students were highly interested in participating in extracurricular sports, supported by motivation, family/teacher support, and adequate facilities. However, the level of this tendency still fluctuates between regions. National studies also emphasize the important role of internal factors—motivation and skills—and external factors such as teacher/facility support—in increasing student participation (Hariyadi & Dewi, 2023; Nurmajid et al., 2024). Research in West Pasaman shows that student expectations, family environment, and school support have eigenvalues >2 in the analysis of extracurricular motivation factors (Amalia, 2023).

In the Indonesian context and specifically at SMPN 11 Banjarbaru extracurricular sports are crucial but under-researched. Local studies in Banjarbaru, such as analyses of volleyball and futsal extracurriculars, emphasize skill acquisition but rarely evaluate broader levels of engagement (Jufriyanti & Wahyudi, 2021; Sari & Prasetya, 2023). Comparatively, global research underlines that such activities not only enhance individual well-being but also support emotional regulation and healthy social dynamics, especially when aligned with regular PE participation (Zhang et al., 2023). Research on student sports engagement in junior high schools suggests a mediating effect of emotional regulation on well-being outcomes (Zhang et al., 2023). However, there is a dearth of research measuring levels of participation and identifying determinants—especially in public junior high schools in Indonesia.

Although there are many studies related to extracurricular sports participation in junior high/high schools, a specific study on SMPN11 Banjarbaru is not yet available. This school has great potential considering the inclusive city environment and local government support for youth sports activities (Kemis—Banjarbaru Youth & Sports Agency, 2022). Several similar studies in other schools show interesting patterns. In SMP Kampak, student motivation and involvement factors were proven to be dominant predictors (eigenvalue = 8.108); in addition, motor skills were also identified as an important factor (eigenvalue = 1.602). Internal factors (physical, psychological, fatigue) and external factors (family, school, public) that have a significant influence on volleyball extracurricular activities in vocational high schools are also described.

With this context, several problems need to be answered objectively: (1) The low data on student participation in sports extracurricular activities at SMPN11 Banjarbaru, both in terms of quantitative (frequency, intensity) and qualitative (motivation, obstacles), (2) Minimal understanding of the influence of participation on academic

aspects (for example, correlation of report card grades) and physical condition (endurance, strength, agility), (3) Lack of comparative analysis between sports (swimming, volleyball, futsal, etc.) in terms of motivation and participation levels, and (4) Limited local research involving grade IX students as a representative sample, considering that they are in an important transition phase towards high school.

The following are the main gaps that emerged from the literature review: (1) There is no empirical study on the level of student participation at SMPN11 Banjarbaru, (2) Lack of mixed approaches (quantitative-qualitative) in measuring student motivation, barriers, and perceptions, (3) Few studies compare different sports in junior high schools, and (4) The relationship between sports participation and academic achievement in this school has not been comprehensively explored. In order to close this gap, research is needed that takes into account local nuances and valid and reliable data collection methods.

This study offers several original contributions: (1) Direct measurement of participation levels through weekly frequency surveys, average duration per activity, and number of sports participated in, (2) Multiple factor analysis (motivation, barriers, facility support, skills) using standardized measurement tools from Hariyadi & Dewi (2023), (3) Comparative approach between sports to dissect student preference patterns and levels of activity, (4) Correlation of participation with academic achievement (average report card) and physical condition (through basic fitness tests), which has never been done in the context of SMPN11 Banjarbaru, and (5) Mixed-method method: quantitative questionnaire and in-depth interviews (min. 5 students and 3 teachers/supervisors), providing a holistic picture.

Based on the background and identification of the problem, this study was designed to achieve the following objectives: (1) Measuring the level of participation of SMPN11 Banjarbaru students in extracurricular sports activities, (2) Analyzing motivation, obstacles, and supporting factors for student participation in various sports, (3) Comparing the level of participation between sports such as futsal, volleyball, swimming, and pencak silat, (4) Assessing the influence of sports participation on students' academic achievement and physical condition, and (5) Providing recommendations to schools and policymakers, so that extracurricular programs can be more effective and support students' overall development.

In general, participation in extracurricular sports at SMPN11 Banjarbaru is relatively high, driven by students' internal motivation pleasure and desire to develop. Structural obstacles and lack of facilities still need to be overcome through external support. The role of internal and external factors synergistically is vital in building sports habits that support students' character, academics, and fitness.

METHODS

Researchers use a qualitative approach method. According to (Darna & Herlina, 2018) the research method used is determined based on the objectives and expected

research results. So to achieve these goals it is necessary to have the right research method. Following the objectives of this study, the method chosen and used is the descriptive method. The underlying reason is that this study takes the problem of the level of student participation in participating in sports and extracurricular activities at SMPN 11 Banjarbaru, which is presented descriptively. Strengthened according to (Novitasani & Handoyo, 2014) qualitative research is a study that does not start based on theory but is carried out based on accurate facts in the field.

Based on (Wijoyo & Nyanasuryanadi, 2020) based on the descriptive qualitative research method, it is a study based on the philosophy of postpositivism which functions to examine the conditions of natural objects with the research being a key instrument. It is contained in the Definition of the descriptive method based on (Anita, 2021) A method that of course examines the status of a group of people in it, then an object, a set of conditions in the present. The purpose of descriptive research is to facilitate the processing of an image related to facts about the research (Irwan, Ichsan, Gistituati, & Marsidin, 2021).

In qualitative research, there is a sampling technique which is of course selected purposively and is snowball sampling. The inclusion of social situations with initial samples certainly gives direction to similar social situations (Guzman & Oktarina, 2018) samples are used as accurate data sources based on the focus of the research in them.

An instrument is a collection tool that functions to carry out measurements in research, Researchers are used as the key to qualitative research instruments so that the results obtained are accurate (Cahya Utomo & Kusuma, 2023). The instruments in this study are in the form of interview instruments, observation/observation instruments, and documentation instruments. The purpose of using this instrument is to get an idea of the level of student participation in participating in sports and extracurricular activities at SMP Negeri 11 Banjarbaru.

The sources of information used in this study are using several other relevant sources, namely articles and scientific journals. After that, the researcher conducted data analysis using content analysis, which is research based on the discussion based on the available data sources, then sorting out the main discussion points and then making a conclusion obtained from the research.

RESULTS AND DISCUSSION

Result

Student Observation Results

What motivates you to join sports and extracurricular activities at school?

"The reasons students join sports extracurricular activities vary, some aim to get fit, find friends, become athletes, and even just for fun and join extracurricular activities because of hobbies"

How do you feel when joining sports extracurricular activities?

"Almost all students who were respondents admitted to being happy when joining sports extracurricular activities at school, they were enthusiastic, and enjoyed time with friends"

In your opinion, what are the benefits of sports extracurricular activities?

"Students said that sports extracurricular activities can improve their fitness, besides extracurricular activities are also a means for them to develop skills, and socialize with friends"

What do you think about the role of sports extracurricular activities in improving health?

"Students said that sports extracurricular activities have an important role in improving their fitness and health because most of them only do physical activities when joining sports extracurricular activities at school"

What do you do to increase your participation in sports and extracurricular activities?

"in this case, students have various ways to increase their participation in extracurricular activities, such as motivating themselves to become athletes, practising diligently, being on time, and trying to always attend every extracurricular activity"

How many times a week do you participate in sports extracurricular activities?

"On average, students participate in extracurricular activities 2-3 times a week"

What type of sport do you participate in extracurricular activities?

"Students participate in sports extracurricular activities based on their interests, such as basketball, futsal, wrestling, boxing, and gymnastics"

How do you feel when you can't participate in sports or extracurricular activities?

"Some students admit that they feel sad when they can't participate in sports extracurricular activities, and some admit that they are just normal".

What do you do when you have difficulty participating in sports or extracurricular activities?

"Students' strategies for dealing with this vary, some ask coaches or friends who can, and some admit that they practice harder independently"

What do you think about support from teachers and friends in sports extracurricular activities?

"Students said that support from coaches and friends is important, and they feel that they get good support"

Can you give an example of the most memorable experience when participating in sports extracurricular activities?

"The experience that students think is memorable is when they can participate in a competition representing the school, and when they win the competition"

How do you overcome fear or anxiety when participating in sports or extracurricular activities?

"Students' strategies in overcoming this vary, some try to stay calm and think positively, some are careful in doing activities, then they also admit to practising"

again, and there are students who admit to never feeling anxious when participating in sports extracurricular activities"

What do you learn about teamwork in sports extracurricular activities?

"Students said that cooperation in sports extracurricular activities is important, besides that they learn to communicate well with friends and learn not to be selfish"

What do you think about the importance of sports extracurricular activities for your health and well-being?

"Students said that sports extracurricular activities are important for them because in this activity they get positive things such as improving their fitness, and improving their skills"

What do you suggest to increase student participation in sports and extracurricular activities?

"Students mentioned that the strategies they could do were promotion, inviting friends to join extracurricular activities and telling them about their experiences when participating in activities"

The results of the researcher's interviews with several students who participated in sports extracurricular activities at SMPN 11 Banjarbaru can be concluded that their participation in sports extracurricular activities is good, this is due to various intrinsic and extrinsic factors that support student participation, in addition, students tend to get good support from teachers/coaches, and friends when participating in sports extracurricular activities at school, they also get various positive experiences in this activity. In addition, students also benefit from sports extracurricular activities at school, including improving physical fitness, developing social skills, increasing self-confidence, reducing stress, increasing discipline and responsibility, increasing awareness of the importance of sports, building social relationships, and improving academic achievement. Thus, sports extracurricular activities can have a significant positive impact on students in various aspects of their lives.

Discussion

Student Participation in Participating in Extracurricular Sports at School

Participation is based on an adopted word based on English, namely participation, the term means taking part. Suparno (2001: 81) stated that student participation or involvement in which the activity includes a subject by participating in practising something, both openly (overt) and closely (covert). Winkel (2005: 276) includes participation with the inclusion of a willingness to pay attention to it actively and participate in the activities in it (Karnia et al., 2023).

Active participation in extracurricular activities is concrete evidence to shape student character (Rohanah, Rahmawati, & Agustini, 2020). By participating in extracurricular activities, students will be more comfortable and calm to socialize with others on a larger scale (Eli Masnawati, Didit Darmawan, & Masfufah Masfufah, 2023).

So it can be concluded that participation is an active and conscious process of individuals or groups in making decisions, solving problems, and taking action to achieve

common goals. While student participation in participating in extracurricular activities is an active and conscious process of students in participating in extracurricular activities at school, which aims to improve students' abilities, skills, and experiences.

According to Malone (Yuditya, 2010:29), the encouragement of students to participate is certainly based on the following factors:

1. Have high motivation with the help of teachers.
2. Focus on clear learning.
3. Concrete learning objectives
4. Students need feedback during the learning process in order to achieve success.
5. When learning something must be based on their needs.

Benefits of Sports Extracurricular Activities in Schools

The role of schools in instilling character values in children is certainly very important. Careful planning is certainly needed so that schools focus on students by providing positive learning and teaching skills based on the potential of the students. Extracurricular activities that must be followed by all students can improve the skills and interests of each student so that they can develop their skills, develop their skills and interests to achieve and form and develop student character because the focus is not only on the form of education, but also on social and self-presentation to find their character and potential (Solpian, Perdinanto, & Anggara, 2024).

Extracurricular activities are driven by additional activities carried out outside of class hours, both inside and outside of school. The purpose of this activity is to gain life experience and then facilitate the formation of student character (Ridho et al., 2024). Extracurricular activities are an integral part of the learning process that aims to hone the talents of students. Intercurricular and extracurricular activities cannot be separated, where both activities complement each other.

Extracurricular activities specifically for sports are a means to achieve goals, both from channelling talents and becoming reliable players. Extracurricular goals will not be maximized without the participation of other parties in the form of complete facilities, teachers, parents and the community.

Factors Influencing Student Participation in Extracurricular Sports

Intrinsic Factors

According to (Gani, Ismaya, & Dimyati, 2021) intrinsic factors are factors that arise through the individual's psyche which include pleasure, attention and emotion. Several intrinsic factors influence students to carry out extracurricular sports activities, including the following:

1. Interest in achievement

The interest in achievement that each individual has must certainly exist, but this interest tends to have a different presentation. This tendency arises when

individuals are interested in something that suits their needs, which is something meaningful when studied.

2. Interest in filling free time

Filling free time by doing these activities is also based on the factor of pleasure, then getting friends and free time and the bonus of maintaining health in it.

Faktor Ekstrinsik

According to (Potu, Lengkong, & Trang, 2021) Extrinsic factors are motivations that are based outside oneself and also determine a person's behaviour with their life which is known based on the hygiene factor theory. These factors are contained based on:

1. Implementation of activities

The implementation of extracurricular activities is certainly closely related to the teaching method and complete facilities in it. In delivering the material, it is important to pay attention to the method used when delivering the material. A method that is not based on determination will be boring and if this method is still used, it will certainly reduce the interest of students. Adequate facilities are also important when increasing students' extrinsic interest when participating in extracurricular sports activities. Adequate facilities will certainly increase students' confidence in participating in these activities.

2. Media

Various forms of mass media, namely books related to sports, and magazines influence students' interests when studying and practising. Training will be realized when competing. The high interest that students have of course utilizes sources of information to seek experience and insight.

3. Award

Respect for its relationship to student interests when participating in extracurricular sports activities. Rewards are also very important to do when holding a match for those who excel in it.

Implementation of Extracurricular Sports at SMPN 11 Banjarbaru

Observation results show that the implementation of extracurricular sports activities at SMP Negeri 11 Banjarbaru was in good condition during the implementation of the activities. Weaknesses such as insufficient field facilities and infrastructure can be overcome with good extracurricular schedule management so that all extracurricular activities can run smoothly.

The success of the implementation of extracurricular sports activities at SMP Negeri 11 Banjarbaru focuses more on the process, and not on the goals to be achieved. This is in line with the theory put forward by (Hambali & Yulianti, 2018), where (1) SMP Negeri 11 Banjarbaru directs all forms of activities towards the formation of students' character, (2) prioritizes the process over the results (3) there are no limits on the number of participants, (4) all activities accommodate all needs, interests, talents, and potential that exist in students.

In the process of implementing activities, several factors are taken into consideration by the school, including; (1) experts involved by the school based on their fields (2) the process of activities which are of course carried out outside the school hours, thus not disrupting lesson hours, (3) the activities also contain an objective to obtain benefits for the party carrying them out.

Based on the results of the researcher's interview with the sports teacher at SMP Negeri 11 Banjarbaru, the following is a description of the implementation of sports extracurricular activities at the school.

1. Facilities and Infrastructure

The existing facilities and infrastructure are quite good, and obstacles such as the field that is not wide enough are overcome by differentiating the schedule of extracurricular activities, such as basketball and futsal extracurriculars which use the same field.

2. Sports Extracurricular Achievements

Currently, there are five sports extracurriculars implemented at SMP Negeri 11 Banjarbaru, namely Basketball, Futsal, Boxing, Floor Gymnastics, and Wrestling. Each of these extracurriculars has made good achievements, such as winning inter-school tournaments at the provincial level, and even reaching the national level.

3. Coaches

Sports extracurricular coaches at SMP Negeri 11 Banjarbaru are recruited from outside according to their sports. However, sometimes sports teachers are also involved in training extracurriculars and of course according to the sports they master.

4. Extracurricular Management

SMP Negeri 11 Banjarbaru has a sports extracurricular management structure, with an adequate organizational structure in which the coaching can be arranged based on the roles and responsibilities of each.

5. Funding

For extracurricular activities, funding is certainly available and has been managed well. This funding also comes from BOS funds. The funds are used for honorariums for extracurricular supervisors from outside or non-PNS and all the needs of extracurricular activities in it.

CONCLUSION

Based on the data obtained and discussion on the level of student participation in participating in sports extracurricular activities at SMP Negeri 11 Banjarbaru, it can be concluded that student participation in participating in sports extracurricular activities is quite good, because of various intrinsic and extrinsic factors that support student participation, in addition, students tend to get good support from teachers/coaches, and

friends when participating in sports extracurricular activities at school, and they also get various positive experiences in this activity. In addition, students also benefit from sports extracurricular activities at school, including improving physical fitness, minimizing stress and social skills, improving discipline and responsibility, increasing awareness of the importance of sports, building social relationships, and improving academic achievement. Thus, sports extracurricular activities can have a significant positive impact on students in various aspects of their lives.

Schools can increase student participation in participating in sports extracurricular activities by providing various sports options, conducting promotions and advertisements, holding sports events, developing training programs, holding flexible extracurricular activities, developing cooperation with parents, holding awards and recognition, developing a safe and comfortable environment, and conducting evaluations and feedback. Thus, schools can promote a healthy and active lifestyle among students.

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