

Student Interest in Participating in the Climbing Athlete Development Program at the Ballet Climber Community Boyolali

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ABSTRACT

This study aims to analyze students' interest in participating in the climbing athlete development program at Ballet Climber Community Boyolali, and to identify the contribution of internal and external factors to this interest. The study used a quantitative descriptive approach with a survey method. The research subjects were 20 active students selected through a total sampling technique from a population of 27 students participating in the development program. Data collection was conducted using a closed questionnaire based on a five-level Likert scale compiled based on internal factor indicators, including attention, interest, enjoyment, involvement, motivation, and mental courage, as well as external factors including family support, the role of coaches, facilities and infrastructure, and the social environment. Data analysis was carried out using descriptive statistics through percentage calculations, average values, and categorization of interest levels. The results showed that students' interest levels were in the high to very high category, with an average of 86.15% of the ideal score. Internal and external factors both provided strong and relatively balanced contributions to students' interest, amounting to 86.08% and 86.25%, respectively, and all indicators were in the very high category. These findings indicate that community-based coaching programs can create a conducive environment for fostering and maintaining student interest in competitive sports. The implications of this research emphasize the importance of continued support from coaches, families, training facilities, and the social environment to maintain consistent student participation over the long term. This article includes a questionnaire, four tables of analysis results, and a list of references to support the study.

ARTICLE HISTORY

Received: 2026/01/10

Accepted: 2026/02/03

Published: 2026/02/06

KEYWORDS

Student Interests;
Athlete Development;
Sport Climbing;
Achievement Sports;
Sports Community.

AUTHORS' CONTRIBUTION

- A. Conception and design of the study;
- B. Acquisition of data;
- C. Analysis and interpretation of data;
- D. Manuscript preparation;
- E. Obtaining funding

Cites this Article

: Amarudin, K.; Sudarmanto, E.; Jariono, G. (2026). Student Interest in Participating in the Climbing Athlete Development Program at the Ballet Climber Community Boyolali. **Competitor: Jurnal Pendidikan Kepelatihan Olahraga**. 18 (1), p.0308-0318

INTRODUCTION

Sport is a multidimensional activity that involves the integration of mind, body, and spirit to develop individuals who are physically, mentally, socially, and culturally healthy. Within the framework of national policy, sport is viewed as a strategic tool for sustainable human resource development (Law of the Republic of Indonesia Number 11 of 2022 concerning Sports). Furthermore, competitive sport is defined as a planned, tiered, and

continuous process of developing athletes through a competitive system supported by the application of sports science and technology (Ministry of Youth and Sports of the Republic of Indonesia, 2021). Therefore, success in competitive sport is determined not only by physical and technical aspects, but also by psychological and social factors that support the athlete's development process.

In the context of modern competitive sport, sport climbing has developed rapidly and become a leading sport in Indonesia, along with its inclusion in the Olympics and the increasing achievements of national athletes at the international level. Sport climbing demands a combination of specific physical abilities such as grip strength, muscular endurance, flexibility, and coordination, as well as high levels of mental preparedness such as focus, risk-taking, and resilience to competitive pressure (Giles et al., 2022; Draper et al., 2021). Therefore, developing sport climbing athletes requires intensive, consistent, and long-term training.

However, in the practice of developing student-aged athletes, issues often arise, such as low attendance consistency, fluctuations in training participation, and a decline in long-term commitment. One key factor contributing to this is the student's interest and motivation in participating in the development program. Interest is an affective tendency that drives individuals to engage voluntarily, sustainably, and attentively in an activity (Hidi & Renninger, 2019). When interest in a sport is well-developed, young athletes tend to demonstrate active engagement, persistence in training, and a higher level of perseverance in facing development challenges (Jariono & Subekti, 2020).

Conversely, low interest can result in irregular attendance, temporary participation, and high dropout rates among young athletes. This situation poses a serious problem in competitive sports development because it can hinder optimal performance and the continued regeneration of athletes. Therefore, a thorough understanding of student interest in participating in sport climbing development programs is urgently needed, particularly in the context of community-based sports development.

Various studies over the past decade have shown that interest and motivation play a central role in the success of sports learning and development. Dedi et al. (2025) emphasized that achieving educational and developmental goals for students is inseparable from the role of educators and coaches in fostering interest, guiding talents, and creating meaningful learning experiences. Akbar and Mahardika (2024) found that interest in learning sports significantly contributes to student engagement, discipline, and sustained engagement in training activities.

In the context of rock climbing, several studies have shown relatively consistent results. Thoriqul Huda (2024) reported that student interest in wall climbing activities is high when supported by a communicative coach approach and a conducive training environment. Similar findings were presented by Azhari and Susanto (2021), who emphasized that young athletes' intrinsic motivation increases with the availability of adequate training facilities and positive social support.

International research also reinforces the importance of psychological factors in the development of young athletes. Studies by Clancy et al. (2016) and Ryan and Deci

(2020) indicate that interest and intrinsic motivation are key predictors of athletes' long-term involvement in competitive sports. In sport climbing, Draper et al. (2021) and Giles et al. (2022) emphasized that mental factors such as enjoyment, perceived competence, and social support are crucial for the continued participation of young athletes.

In addition to internal factors, external factors such as family support, the social environment, and the culture of the sports community also significantly influence student interest. Zar'in et al. (2023) stated that parental support and the social environment are key determinants in shaping students' interest in extracurricular sports activities. This aligns with the findings of Eime et al. (2019), who emphasized the importance of the sports community environment in maintaining youth sports participation.

Although the literature indicates that interest and motivation are crucial factors in sports development, most previous research has focused on formal school contexts and extracurricular activities. Studies specifically examining student interest in community-based athlete development programs, particularly in sport climbing, are relatively limited. This is even though sports communities have distinct characteristics from schools, both in terms of organizational structure, coaching systems, training intensity, and the dynamics of relationships between athletes and coaches.

Furthermore, previous research tends to position interest as a general variable without examining the internal and external dimensions contextually within the context of local community-level sport climbing development. The lack of empirical research at the community level results in a lack of scientific basis for designing adaptive and sustainable development strategies. Thus, there is a research gap in understanding how student interest is formed, maintained, and developed in community-based sport climbing athlete development programs.

Based on these research problems and gaps, this study aims to determine and describe the level of student interest in participating in the sport climbing athlete development program at the Ballet Climber Community in Boyolali, in terms of the internal and external factors that influence it. This research is expected to provide a comprehensive empirical overview of the psychological and educational conditions of students in the context of community-based high-performance sports coaching.

The novelty of this research lies in its focus on the dimensions of student interest in local community-based sport climbing coaching, integrating the perspectives of sport psychology, physical education, and high-performance coaching. This research not only expands the body of knowledge regarding interest and motivation in sports but also provides practical contributions for coaches, community managers, and sports stakeholders in designing more engaging, adaptive, and sustainable coaching strategies.

METHODS

This study used a quantitative approach with a descriptive survey method, aiming to objectively describe the level of student interest in participating in the sport climbing athlete development program at Ballet Climber Community Boyolali. The quantitative

descriptive approach was chosen because it allows researchers to obtain numerical data that represents the actual conditions of respondents factually and systematically, without any treatment or manipulation of the variables being studied. The survey method was deemed appropriate because it was effective in uncovering respondents' perceptions, attitudes, and interests toward a phenomenon through a structured instrument in the form of a questionnaire.

Research Population and Sample

The population in this study was all students registered and actively participating in the sport climbing athlete development program at Ballet Climber Community Boyolali, with a total population of 27 students. Given the relatively small population size, this study used a non-probability sampling technique with a total sampling approach. Total sampling is a sampling technique that utilizes all members of the population as research subjects, so that each individual has an equal opportunity to be studied.

According to Jariono et al. (2025), sampling is a technique or step used to select several individuals from a population with the aim of ensuring the sample represents the characteristics of the population as a whole, thus ensuring that the research results have a sufficient level of confidence. In its implementation, of the 27 registered students, 20 active students met the participation criteria and agreed to participate as research respondents. This number was deemed representative of the population and suitable for use as a research sample.

Research Instrument

The data collection instrument used in this study was a closed-ended questionnaire, systematically compiled based on indicators of student interest in participating in a sport climbing athlete development program. The questionnaire was designed to measure students' level of interest through two main dimensions: internal and external factors.

Internal factors include indicators of attention, interest, enjoyment, active involvement, motivation, and mental courage in participating in sport climbing training. Meanwhile, external factors include family support, the role of coaches, the availability of facilities and infrastructure, and the influence of the social environment. Each indicator is elaborated into several statements relevant to the context of community-based competitive sports development.

All statements in the questionnaire used a five-level Likert scale: strongly agree, agree, undecided, disagree, and strongly disagree. This scale was used to measure respondents' level of agreement with each statement, ensuring that the data obtained was quantitative and could be analyzed statistically.

Data Collection Procedure

Data collection was conducted directly at the research location, the Ballet Climber Community Boyolali. Before completing the questionnaire, respondents were given an explanation of the research objectives, benefits, and procedures to ensure errors were avoided. The researchers also emphasized that the data collected would be confidential and would only be used for research purposes.

Respondents completed the questionnaire independently based on their experiences, perceptions, and conditions during the sport climbing athlete development

program. The data collection process was conducted cross-sectionally to ensure consistency of respondents' data and minimize bias due to changes in training situations.

Data Analysis Technique

The data analysis technique used in this study was descriptive statistics, which aims to clearly and systematically describe and explain the distribution of student interest data. The analysis was conducted by calculating frequencies, percentages, average values, and grouping student interest categories based on the scores obtained from the questionnaire.

According to Gani and Purbangkara (2023), descriptive analysis in quantitative research serves to describe numerical data through simple statistical presentations for easy understanding and interpretation. The results of the data analysis are then presented in the form of tables and descriptive narratives, in order to provide a comprehensive picture of the level of student interest in terms of internal and external factors in participating in the sport climbing athlete development program.

RESULTS AND DISCUSSION

Result

The data for this study were collected through a questionnaire on students' interest in participating in the climbing athlete development program at the Ballet Climber Community Boyolali. Descriptive data were collected from 20 respondents actively participating in the development program, focusing on overall interest levels, both internally and externally. The presentation of the results begins with respondent characteristics as context, followed by overall interest levels, factor analysis, and concludes with a breakdown by indicator.

Respondent Characteristics

Based on the respondent data in the questionnaire, the gender composition consisted of 11 male students (55.00%) and 9 female students (45.00%). In terms of age, respondents ranged from 10 to 18 years old, with the largest proportion being 16 years old (6 students; 30.00%). In terms of educational level, respondents were predominantly high school students (16 students; 80.00%), followed by elementary school students (2 students; 10.00%), and junior high school students (2 students; 10.00%). Full details of respondent characteristics are presented in Table 1, and this information is used as context for reading the

Tabel 1.
Karakteristik Responden

Karakteristik	Kategori	F	Percentase (%)
Jenis Kelamin	Laki-laki	11	55,00
	Perempuan	9	45,00
Pendidikan	SD/MI	2	10,00
	SMP	2	10,00
	SMA	16	80,00
Usia (tahun)	10	1	5,00
	12	1	5,00
	13	1	5,00
	14	1	5,00

15	4	20,00
16	6	30,00
17	3	15,00
18	3	15,00

Overall Student Interest Level

Once the respondents' characteristics were identified, the next analysis focused on the overall student interest level. Based on the Total column in the questionnaire file (ideal score 100), respondents' interest scores ranged from 67 to 100, with a mean of 86.15 and a standard deviation of 11.46. This mean value is equivalent to 86.15% of the ideal score. To clarify the distribution of interest levels, scores were then grouped into percentage intervals of the ideal score, as shown in Table 2.

Table 2.

Distribusi kategori tingkat minat siswa secara keseluruhan.

Kategori	Interval	F	Percentase (%)
Sangat Tinggi	81-100	12	60,00
Tinggi	61-80	8	40,00
Sedang	41-60	0	0,00
Rendah	21-40	0	0,00
Sangat Rendah	0-20	0	0,00
Total		20	100,00

Based on Table 2, 12 students (60.00%) fell within the 81-100 range, and 8 students (40.00%) fell within the 61-80 range. There were no respondents in the range below 61. These results indicate that, in the group of respondents studied, interest scores tended to be concentrated in the high to very high range. To identify the constituent factors, further analysis was broken down into internal and external factors, as outlined in the instrument design.

Interest in Terms of Internal and External Factors

Next, the interest score was broken down into two main components: internal factors (P1-P12; ideal score 60) and external factors (P13-P20; ideal score 40). This breakdown aimed to illustrate the contribution of both internal motivation and environmental support to the resulting interest score. A summary of the descriptive statistics for these two factors is presented in Table 3.

Table 3.

Statistik deskriptif minat siswa berdasarkan faktor internal dan eksternal.

Aspek	Skor ideal	Min	Max	Rata-rata	SD	Percentase (%)	Kategori
Faktor internal	60	38	60	51,65	7,26	86,08	Sangat Tinggi
Faktor eksternal	40	27	40	34,50	4,37	86,25	Sangat Tinggi

As seen in Table 3, the internal factor scores ranged from 38 to 60 with a mean of 51.65 and a standard deviation of 7.26, equivalent to 86.08% of the ideal internal score. Meanwhile, the external factor scores ranged from 27 to 40 with a mean of 34.50 and a standard deviation of 4.37, equivalent to 86.25% of the ideal external score. These results indicate that both factors have high average scores, indicating that students' interests

are not only driven by internal factors but also supported by environmental factors. To determine which indicators are most prominent, the analysis was then broken down at the indicator level.

Interest Breakdown by Indicator

The following analysis details the scores for each interest indicator. According to the instrument structure, the internal factor indicators consist of attention (P1-P2), interest (P3-P4), enjoyment (P5-P6), involvement (P7-P8), motivation (P9-P10), and mental courage (P11-P12). External factors include family support (P13-P14), the role of the coach (P15-P16), facilities and infrastructure (P17-P18), and the social environment (P19-P20). Each indicator is the sum of two items (ideal score 10). The average score for each indicator is presented in Table 4 as a basis for discussion in the following section.

Table 4.

Rata-rata skor minat siswa pada setiap indikator.

Aspek	Skor ideal	Min	Max	Rata-rata
Perhatian	Internal	8,75	87,50	Sangat Tinggi
Ketertarikan	Internal	8,60	86,00	Sangat Tinggi
Rasa Senang	Internal	8,55	85,50	Sangat Tinggi
Keterlibatan	Internal	8,75	87,50	Sangat Tinggi
Motivasi	Internal	8,50	85,00	Sangat Tinggi
Keberanian Mental	Internal	8,50	85,00	Sangat Tinggi
Dukungan Keluarga	Eksternal	8,65	86,50	Sangat Tinggi
Peran Pelatih	Eksternal	8,60	86,00	Sangat Tinggi
Sarana dan Prasarana	Eksternal	8,70	87,00	Sangat Tinggi
Lingkungan Sosial	Eksternal	8,55	85,50	Sangat Tinggi

Discussion

The findings of this study reaffirm the importance of interest as a foundation for the sustainable development of young athletes. Low interest can lead to irregular attendance, low active participation, and weakened motivation to practice, thus hindering long-term achievement. In this context, the results of this study indicate a relatively positive situation, as respondents' interest ranged from high to very high. This can practically serve as initial capital for the community to maintain consistent training and sustain the ongoing development process.

Overall, the relatively high student interest scores (average 86.15; with 60.00% in the very high category and 40.00% in the high category) indicate that students participating in the Ballet Climber Community Boyolali development program have a strong attachment to sport climbing training activities. This finding is relevant to research by Nur Mustaqim et al. (2025), which states that the dominance of internal factors, particularly personal interests and goals, is the primary driver of student engagement. However, there are external aspects that require greater attention, particularly in the provision of facilities and reward systems, to ensure a consistent increase in student motivation.

A closer look reveals that the average scores for internal factors (86.08%) and external factors (86.25%) were both in the very high category. These results demonstrate that students' interest in participating in coaching stems not only from internal drives

(e.g., attention, interest, enjoyment, involvement, motivation, and mental courage) but is also reinforced by environmental conditions (family support, the role of coaches, facilities, and the social environment). This pattern aligns with the explanation in the introduction that student interest and motivation in wall climbing tend to be high when supported by adequate internal and external factors, including the role of coaches and the training environment (Thoriqul Huda, 2024; Azhari & Susanto, 2021). The contribution of this research is to expand this understanding to the context of community-based coaching, which the introduction mentioned as relatively limited.

Regarding external factors, the high average indicates that the community coaching environment is sufficiently conducive to developing and maintaining student interest. These findings align with those of Astuti et al. (2025), who stated that better facilities will make students feel more comfortable while practicing, thus increasing their motivation and participation in sports activities. In this study, the facilities and infrastructure indicator was one of the most prominent (87.00%), which is logically understandable because sport climbing relies heavily on adequate facilities (e.g., climbing walls, safety equipment, and practice rooms) to ensure students feel safe, comfortable, and confident. Furthermore, high levels of family support (86.50%) and social support (85.50%) both have the potential to strengthen students' commitment to regular practice, especially when training intensity increases or when experiencing boredom.

Within internal factors, attention and engagement indicators were prominent (87.50% each). This indicates that students are not just "participating in training" but also paying attention and actively participating in the coaching process. This is important because strong engagement typically correlates with seriousness in following the coach's instructions, consistently practicing techniques, and a willingness to try new challenges. Meanwhile, the motivation and mental courage indicators (both at 85.00%) remained in the very high category, but relatively low compared to other internal indicators. This could be an evaluation signal that coaching still needs to provide space for strengthening psychological aspects, for example, through challenging but gradual training variations, providing clear feedback, and familiarizing oneself with competitive situation simulations to develop more stable motivation and competitive mentality.

Linked to the research gap outlined in the introduction (that studies of interest in community-based coaching are still limited), these results suggest that sports communities can be effective coaching ecosystems for fostering student interest as long as internal factors are facilitated and external factors are well managed. In other words, these findings support previous research on the importance of support from coaches, the training environment, family, and facilities (Thoriqul Huda, 2024; Azhari & Susanto, 2021; Zar'in et al., 2023), and demonstrate that this pattern also applies in the context of sport climbing communities.

Consequently, communities are advised to maintain the quality of facilities and infrastructure, strengthen communication between coaches and parents, and ensure a supportive social training environment, as external factors have been shown to strongly support student interest. At the same time, training programs need to be designed to remain

engaging and challenging to maintain attention and engagement, while gradually strengthening motivation and mental fortitude. With this strategy, high interest can not only be maintained but also be transformed into a long-term training commitment that supports achievement. Lastly, this research is quantitative and descriptive and was conducted in one community with a limited number of respondents. Further research can expand the subject to several communities or use a mixed approach (quantitative-qualitative) to dig deeper into the reasons why students have a high interest, including factors of training experience, coaching style, and family support dynamics at a more detailed level.

CONCLUSION

Based on the research results and discussion regarding student interest in participating in the sport climbing athlete development program at the Ballet Climber Community Boyolali, it can be concluded that student interest is in the high to very high category, indicated by an average interest score of 86.15 (86.15%) of the ideal score, with 60.00% of respondents in the very high category and 40.00% in the high category. Furthermore, student interest is equally supported by internal and external factors, both of which are in the very high category, with an average internal factor of 51.65 (86.08%) and an external factor of 34.50 (86.25%). All internal and external indicators are in the very high category. Therefore, the development program in this community can be said to have created conditions that support the development of student interest in actively and continuously participating in sport climbing development.

ACKNOWLEDGEMENT

The author would like to express his gratitude to Almighty God and my parents for their support and motivation in this research. I would also like to express my gratitude to the Ballet Climber Community Boyolali Club for granting me permission, the opportunity, and their full support to conduct this research. I also express my appreciation to the coaches, athletes, and all other parties involved for their cooperation and assistance during the data collection process, which enabled this research to be carried out smoothly and successfully.

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