



Students' Interest in Futsal Extracurricular Participation at SMP Bina Satria Mulia Medan in 2025

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Abstract.

Background	Students' interest is an important factor in supporting active participation in extracurricular sports activities, including futsal. Understanding students' level of interest can help schools evaluate and improve the implementation of extracurricular programs
Objectives	This study aimed to measure students' interest in participating in futsal extracurricular activities at SMP Bina Satria Mulia Medan in 2025.
Methods	This study used a quantitative descriptive design. The research was conducted at SMP Bina Satria Mulia Medan. Data were collected using a survey method with a questionnaire as the research instrument. The collected data were analyzed descriptively by presenting the percentage distribution of students' interest based on predetermined categories.
Results	The results showed that students' interest in participating in futsal extracurricular activities was categorized as very high at 7.2%, high at 46.4%, low at 35.7%, and very low at 10.7%. Based on internal factors, most students were in the high category at 57.2% or 16 students, followed by the low category at 21.4% or 6 students, the very low category at 21.4% or 6 students, and the very high category at 0.0%. Meanwhile, based on external factors, students' interest was mostly in the high category at 50.0% or 14 students, followed by the low category at 35.8% or 10 students, the very high category at 10.7% or 3 students, and the very low category at 3.6% or 1 student.
Conclusion	Students' interest in participating in futsal extracurricular activities at SMP Bina Satria Mulia Medan was generally in the high category. Internal and external factors both contributed to students' interest, with most responses also falling within the high category. These findings indicate that the futsal extracurricular program has a positive level of student engagement, although further support is needed to increase participation among students with low and very low interest.

Keywords: Students' Interest; Futsal; Extracurricular Activities; Student Participation; Middle School Students

Received: April 20, 2026. Accepted: May 01, 2026

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How to Cite: Fatemaluo, S., & Winata, D. C. (2026). Students' interest in futsal extracurricular participation at SMP Bina Satria Mulia Medan in 2025. *IJESS*, 2(2), 170–176.

INTRODUCTION

Schools are learning environments that help children grow into talented, intelligent, and skilled individuals. To achieve educational goals, students must receive coordinated and focused instruction throughout the educational process to maximize their academic achievement. Schools will be encouraged to reconsider expanding the amount of time available due to the extensive content of physical education, sports, and health in the curriculum, as well as students' aspirations to engage in enrichment activities, express themselves, develop their talents, interests, and physical fitness, or recognize their athletic achievements. To facilitate the educational process and help students develop their talents, schools should implement various programs that can help students improve their knowledge and skills. After-school activities are one such school development program.

To support the growth and development of students' interests and talents, educational institutions are required to develop extracurricular activity plans. Therefore, extracurricular activities must be methodically

structured and controlled to achieve the desired results. Schools must understand the necessary steps and procedures as input that can guide educational units in developing these plans and creating organized and standardized extracurricular activities.

Extracurricular activities are character-building activities conducted outside of class hours for intracurricular and co-curricular activities under the guidance and supervision of educational units. This is in accordance with Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning Extracurricular Activities in Elementary and Secondary Education. This regulation aims to maximize students' potential, talents, interests, abilities, personality, cooperation, and independence.

Students' potential can be developed through extracurricular activities, which can also have a positive influence on character education. As Pancasila learners, students are expected to cultivate the following character traits: (1) global diversity; (2) mutual cooperation; (3) creativity; (4) critical thinking; (5) independence; and (6) faith, devotion to God Almighty, and noble character. In the American and Canadian context, Farb & Matjasko (2012) examined the function of school-based extracurricular activities for adolescents. In terms of academic achievement (in terms of educational achievements and aspirations), they came to the conclusion that there is a good relationship between extracurricular activities and the curriculum.

In general, every school offers programs or activities aimed at improving student success and character development. These initiatives or activities include: 1) Teaching and learning activities that are part of the curriculum or extracurricular activities. The primary focus of school-based education activities is these activities. Creating behaviors, skills, and abilities that educational institutions must possess is the process of setting curriculum objectives. 2) Activities known as co-curricular activities are held in schools to enhance and complement the effectiveness and efficiency of the curriculum. Co-curricular activities include the school health unit (UKS), school collaboration, advice and counseling programs, flag ceremonies, and rules and discipline. Sports, arts, spirituality, scouting, and other activities are examples of extracurricular activities.

Students can benefit from extracurricular activities as an additional variable. Sports are a major focus in many parts of the world today. Sports achievements continue to improve and produce high-caliber players year after year. In this regard, educational institutions have begun supporting athletic events as a way to enhance physical education. This not only enhances physical education in schools but also provides children with opportunities to develop their interests and abilities. Students' personalities can be adequately developed through activities other than sports. According to Adolf Ogi, sports can help students develop their social, mental, and physical abilities, as well as their educational life. Sports offer many lessons that can be applied as a school of life. Therefore, participation in sports can impact how people develop as individuals. Extracurricular activities are also organized, allowing students to engage in various constructive activities during their free time.

A purposeful approach to learning in extracurricular activities can help students reach their full potential. Interest in learning is crucial because a person cannot perform an activity effectively and efficiently if they are not interested. Activities, including extracurricular activities, are highly dependent on interest. Every student and the outcome of the process are of interest. Interest is the emotion of enjoying and being drawn to something or an activity without being asked, according to Slameto (2010, p. 180). Learning generates interest in something, which in turn fuels further learning. By focusing on a child's current interests, interest can be nurtured. If a student is interested in or enjoys an activity, such as an extracurricular activity, then that student is said to be interested.

However, children may have more responsibilities at home due to parental work demands, which can limit their involvement in extracurricular activities. Extracurricular activities are viewed by parents and students as an important part of school life. In fact, the Department of Education evaluates schools based on their enrichment programs, and parents often consider this when choosing their child's school. However, research on how schools are designed to provide extracurricular activities is currently somewhat limited. At least some data suggests the possibility that schools may be forced to reduce the range of activities they offer due to financial difficulties, teacher workloads, and other constraints (Briggs & Simons, 2014).

In reality, currently very few elementary, middle, and high schools, or similar schools, offer extracurricular activities; most have not performed as expected, and only a small fraction are operating effectively. Many schools prioritize only extracurricular activities that support cognitive development. Because arts, scouting, and athletics are considered less important and do not significantly impact academic development, many schools have discontinued them.

SMP Bina Satria Mulia Medan has been accredited with a grade B score of 81 (accreditation in 2021) by BAN-S/M (National Accreditation Board for Schools/Madrasahs). SMP Bina Satria Mulia Medan is located at Jl. Alumunium I No. 10, Tj. Mulia, Medan Deli District, Medan City, North Sumatra 20241.

SMP Bina Satria Mulia Medan still lacks extracurricular activities, despite the enthusiasm of students there. There are only 3 extracurricular activities at Bina Satria Mulia Medan Middle School, namely scouts, table tennis and futsal, even though students at the school really hope for other extracurricular sports activities such as badminton, volleyball and basketball.

Because the school doesn't have a futsal facility, extracurricular futsal activities are held outside of school. To organize and implement futsal extracurricular activities effectively, students must understand their talents. Interest is essential for any activity, especially futsal. Students at Bina Satria Mulia Middle School in Medan previously had an interest in futsal extracurricular activities, but this interest must be continuously nurtured. Students who are interested in participating in these activities will be more beneficial than those who have no interest at all.

METHOD

Research Design

The main objective of this study was to determine the interest of students at Bina Satria Mulia Medan Middle School in participating in futsal extracurricular activities. This research is a quantitative descriptive study. Suharsimi Arikunto (2010, p. 23) explains that descriptive research aims to describe or illustrate something, such as a condition, situation, event, or other event. Arikunto (2014, p. 27) explains that quantitative research requires numbers, from data collection to interpretation and presentation of results.

This research employed a questionnaire method, with data collection techniques using a questionnaire.

According to Arikunto (2014, p.161), "variables are the objects of study, namely what is the focus of the study." The variable of this study is the interest of students of Bina Satria Mulia Medan Middle School in participating in futsal extracurricular activities. Interest is a tendency within a person characterized by feelings of pleasure or attraction to a particular object, accompanied by a focus on that object. Meanwhile, factors that influence interest are everything that arouses interest in doing something. There are two factors that influence interest that arises from a person, namely internal factors (from within) and external factors (from outside). Internal factors such as pleasure, attention and perception and external factors such as environment, experience and education system. The variables of this study were measured by questionnaires.

Participant

According to Arikunto (2014, p. 173), "The population is the entire research subject." The population in this study was 80 students at Bina Satria Mulia Medan Middle School who participated in the futsal extracurricular activity. The sample was drawn using purposive sampling, which is a sample selection technique based on specific criteria relevant to the research. In this case, 29 students were required.

Data Analysis

Data analysis is conducted in all research activities, both qualitative and quantitative. Research tends to utilize quantitative analysis and statistical techniques and methods. This is because statistical techniques and methods provide answers to the problems faced. Kaul defines data analysis as, "The study of organized material to discover inherent facts. Data is studied from various perspectives to potentially explore new facts. Relevant data analysis techniques provide answers to previously formulated questions. This research is a quantitative descriptive study using a questionnaire method. The questionnaire data was analyzed using the following formula:

$$fP = Nx 100\%$$

Description: P: Percentage (%)

f: Frequency whose percentage is being sought

N: Total frequency/number of individuals Source: Sudijono (2006, p. 43)

To create a grouping category, you must know the average value (the mean is given the symbol M) and the standard deviation (SD) of the scores obtained. According to B. Syarifudin (2010, p. 112) in Sunarya (2010), the formula used to create a grouping category is as follows:

Table 1. Calculation Grouping Categories

No.	CATAGORI	RUMUS
1	Very high	$X \geq M + 1,5 SD$
2	High	$M \leq X < M + 1,5 SD$

3	Low	$M - 1,5 SD \leq X < M$
4	Very Low	$M - 1,5 SD \geq X$

RESULTS AND DISCUSSION

Results

The factors that influence students' interest in participating in futsal extracurricular activities at SMP Bina Satria Mulia Medan as a whole were measured using a questionnaire consisting of 20 questions with a score of 1-4. So that the results of the study obtained a minimum score of 57, a maximum score of 74, a mean of 64.24 (64 if rounded), a median of 65, a mode of 65, and a standard deviation of 4.9. The description of the results of the study of students' interest in participating in futsal extracurricular activities at SMP Bina Satria Mulia Medan can be seen in the table below:

Tabel 2. Research Statistics Data

<i>N</i>	28
<i>Mean Median Modus</i>	64,25
<i>Minimal Maksimal</i>	
<i>Standar Deviasi</i>	65
	65
	57
	74
	4,9

Tabel. 3 Description of students' interest in participating in futsal extracurricular activities at Bina Satria Mulia Middle School, Medan.

Interval	Kategori	Frekuensi	Persentase(%)
> 62	Sangat Tinggi	2	7,2%
65 - 71	Tinggi	13	46,4%
58 - 64	Rendah	10	35,7%
< 57	Sangat Rendah	3	10,7%
JUMLAH		28	100,0%

when displayed in diagram form it can be seen in the image below:

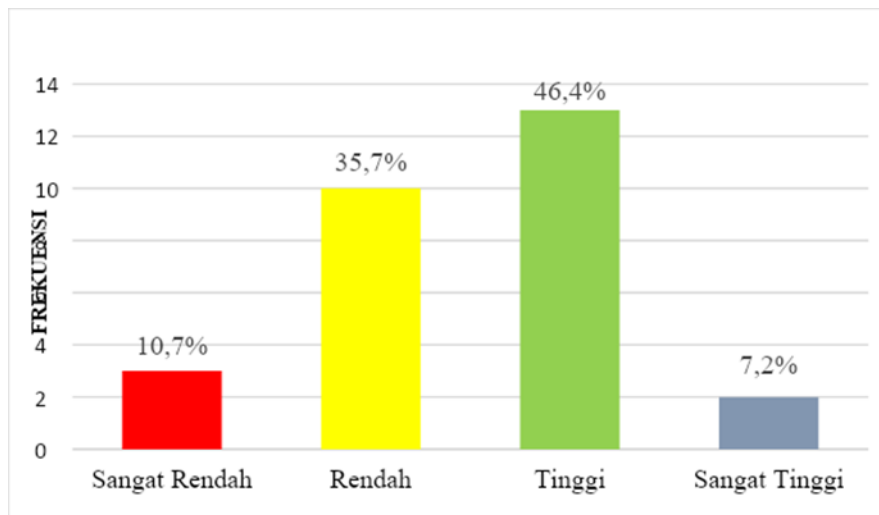


Figure 1. Diagram of Student Interest in Participating in Futsal Extracurricular Activities

Based on the table and figure above, it is clear that student interest in participating in the futsal extracurricular activity at SMP Bina Satria Mulia Medan is mostly in the "Very High" category (7.2%) (13 students), followed by "High" category (46.4%) (13 students), "Low" category (35.7%) (10 students), and "Very Low" category (10.7%) (3 students).

The research findings on factors influencing students' interest in participating in the futsal extracurricular activity at Bina Satria Mulia Middle School, Medan, are based on internal and external factors. The following is a description of each factor:

1. Internal Factors

Internal factors influencing students' interest in participating in the futsal extracurricular activity at Bina Satria Mulia Middle School, Medan, were measured using a 12-item questionnaire with scores ranging from 1 to 4. The results yielded a minimum score of 35, a maximum score of 45, a mean of 40, a median of 41, a mode of 35, and a standard deviation of 3.4.

Discussion

1. Interest

According to Slameto in Ramadhan (2018, p. 39), interest is a feeling of preference and attraction for something or an activity without any encouragement. Interest is a feeling of liking related to an object outside the individual, which arises unintentionally and is accompanied by a drive that accompanies a particular activity. In this study, students' interest in participating in futsal extracurricular activities at SMP Bina Satria Mulia Medan was influenced by several factors, namely internal and external factors. Internal factors originate from within the student, while external factors originate from outside/are driven by external stimuli. This means that interest significantly influences students' level of interest in participating in futsal extracurricular activities.

Interest is a psychological aspect that can motivate someone to achieve positive goals. Utami and Kriswanto (2019, p. 2) in their research found that interest plays a crucial role and has a positive effect, providing satisfaction for someone in achieving their physical and spiritual potential. The development of physical potential is physical health that is free from disease. Spiritual health can be demonstrated by feelings of happiness and joy in sports activities. Interest brings joy to every activity a person participates in.

Based on the research results, it was found that students' interest in participating in the futsal extracurricular activity at Bina Satria Mulia Middle School, Medan, fell into the very high category (7.2%), high (46.4%), low (35.7%), and very low (10.7%). These results indicate that student interest tends to be high, as the highest percentage is dominated by the high category, at 46.4%

2. Factors Influencing Interest

Data collection for this study was determined by several factors, namely internal and external factors. Internal factors include enjoyment, interest, attention, and activity. External factors include the environment

and family. A relatively low level of interest among individual students can hinder their activities and achievements in futsal extracurricular activities.

To date, futsal extracurricular activities at SMP Bina Satria Mulia Medan have been used only as a way to fill free time and have not led to optimal achievement. Furthermore, while the facilities at SMP Bina Satria Mulia Medan are adequate, despite the high student interest in participating in futsal, the lack of teachers for this sport has hindered its implementation.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the identification of the extent of student interest in participating in futsal extracurricular activities at SMP Bina Satria Mulia Medan tends to fall into the categories of "Very High 7.2%", "High 46.4%", "Low 35.7%", "Very Low 10.7%". The results of the research conducted are based on indicators from internal and external factors as a reference to identify the extent of student interest in participating in futsal extracurricular activities so as to obtain these results.

ACKNOWLEDGMENT

The author would like to thank the Teachers/Coaches, Futsal Extracurricular Students of Bina Satria Mulia Medan Middle School, researchers and authors who have participated and provided support for this research activity.

AUTHOR CONTRIBUTION STATEMENT

This research was conceptualized and designed by Sozamaeri Fatemaluo, who developed the research objectives and methodology, managed data collection, coordinated with participants, and supervised fieldwork at STOK Bina Guna Medan. Devi catur winata performed data analysis, interpreted the findings, and contributed significantly to the preparation of the manuscript. All authors participated in the revision of the manuscript, approved the final version for submission, and take full responsibility for the integrity and accuracy of the work.

CONFLICT OF INTEREST AND FUNDING

The authors declare no conflict of interest related to the conduct, authorship, or publication of this study.

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