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ANALYSIS OF STUDENT INTEREST AND ATTENDANCE IN BOYS' EXTRACURRICULAR FUTSAL AT SMP NEGERI 10 PONTIANAK

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ABSTRACT

This study aimed to describe male students' interest in the futsal extracurricular program at SMP Negeri 10 Pontianak and to compare it with their actual attendance over one semester (32 sessions). A quantitative descriptive survey with total sampling of 40 students was used. Interest was measured with a 20-item Likert-scale questionnaire covering attention, enjoyment, personal interest, the role of the coach, facilities and infrastructure, and family support; attendance was obtained from attendance records. Data were analyzed using descriptive statistics. Twenty-six students (65%) were in the high (47.5%) or very high (17.5%) interest categories. The coach (78.8%) and facilities (76.4%) indicators had the highest percentages. Mean attendance was 88% in the very high interest group, 87.3% in high, 70.3% in moderate, 49.5% in low, and 49% in very low. The instrument met validity and reliability criteria (Cronbach's alpha = 0.928). The novelty of this study lies in combining interest scores with actual attendance data for each interest category. The patterns found are descriptive and do not indicate causal relationships.

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INTRODUCTION

During adolescence, sport and physical activity are related not only to fitness but also contribute to students' development more broadly. A study of junior high school students found a significant relationship between physical activity and physical fitness (Sari & Suroto, 2022). In addition, a national systematic review shows that sport can be used to develop life skills while improving adolescents' quality of life (Elhaqe et al., 2025). Students can use school extracurricular activities to complement their movement experiences outside formal instruction and to choose activities that match their interests (Zenko & Jones, 2021).

Extracurricular sport activities can also be framed as an environment that fosters good adolescent development. Students are taught discipline, accountability, collaboration, and social skills through purposeful contact with instructors and classmates. However, these benefits do not arise merely by chance. Program quality, social bonds, and coaching that deliberately aims to instill values significantly affect participants' growth (Holt et al., 2017). Therefore, schools need to plan, implement, and periodically evaluate their programs so that extracurricular activities shape character development (Arifudin, 2022).

As a team sport played dynamically on a relatively small court, futsal requires players to make decisions and switch between high-intensity activities quickly. These characteristics mean that the management of futsal extracurricular programs needs to be planned carefully. Training that focuses only on repeating techniques without considering students' experiences risks reducing interest, whereas training that is varied, gradual, and matched to ability provides a more meaningful experience. The game itself is attractive to students, but the development of its programs is not necessarily the same in every school. Differences in implementation quality are influenced, among other things, by school support, the competence of supervisors, the adequacy of facilities, and the continuity of coaching (Rahmadianti et al., 2019). In general, student interest in futsal extracurricular activities is indeed strong, but the supporting conditions can differ, as seen in surveys across various schools (Ginting et al., 2022).

In a theoretical framework, interest is closely tied to the level of motivation, on which human choice and persistence depend. Self-Determination Theory distinguishes between more autonomous reasons, such as playing futsal because it is enjoyable, regarded as significant, or offers the possibility of improvement, and motives primarily generated by external pressure or incentives (Ryan & Deci, 2020). Satisfaction of the needs for autonomy, competence, and social connectedness strengthens autonomous motivation. In physical education, support for these three requirements is associated with better participation, enjoyment, and intention to act (Vasconcellos et al., 2019). Extrinsic motivation was found to be lower than intrinsic drive in extracurricular futsal; therefore, program management must incorporate both types of drive simultaneously (Muhtarom & Wijono, 2022).

Student engagement in educational settings can be seen through attention, enjoyment, curiosity, and readiness to contribute. These internal factors are related to a large number of external conditions such as the coach, family, classmates, facilities, and school culture. According to a research study on extracurricular sport, students' decisions may be influenced by external circumstances (Arduta et al., 2020). This is in line with

research on futsal extracurricular activities that affirms a close link between personal factors (personal drive and self-confidence) and environmental factors (family support, peer influence, and school facilities) in shaping student interest (Astuti et al., 2025;Hakim et al., 2022).

Coach behavior is crucial in creating the training atmosphere, so the coach's position is very important in this program. Research on the desire to join futsal extracurricular activities states that its main elements are the activities, the supervisor, and social encouragement (Wiguna & Maksum, 2022). Extracurricular supervisors not only offer skills but also give feedback, inspiration, and role models, as well as opportunities for students to advance (Bangun et al., 2018). Therefore, it is believed that interest is best maintained by varied training that fits capacity, solid goals, and useful feedback, rather than boring or overly stressful training routines.

Facilities and infrastructure also need attention because futsal is an activity that requires a playing space and certain equipment. The condition of the court, the availability of balls, and training equipment can affect students' opportunities to train optimally. However, the presence of facilities must be accompanied by good management, appropriate schedules, and training activities that provide positive experiences. Thus, internal and external factors need to be viewed together when schools evaluate the sustainability of futsal extracurricular activities.

Participation is an engagement behavior that can be measured through attendance, activity during training, and continuation in the program. In this study, participation is operationally limited to students' attendance percentage. Interest can encourage engagement, but it is not the only factor. Research on extracurricular futsal participants shows that interest is influenced by motivation, attitude toward the activity, family support, school facilities, peer relationships, and emotional aspects (Ghofur et al., 2016). In the implementation of school futsal, participation can also decline because of busy academic schedules, low social support, less interesting training materials, injury problems, and coaching factors (Akurat & Maksum, 2021).

Several surveys in various regions show that levels of interest and motivation differ between schools. A survey of extracurricular sports in Sidoarjo Regency evaluated student interest (Febrianty & Negeri, 2020), while a futsal study in Samarinda highlighted the relevance of intrinsic and extrinsic elements in developing interest and motivation (Ridwansyah et al., 2021). Results in Sukabumi and Singosari also show that interest, achievement motivation, and implementation conditions need to be evaluated together

(Rivaldi et al., 2022; Sahal et al., 2022). A recent study at vocational schools again showed high levels of interest and motivation, especially when training is beneficial and there is sufficient external support (Dahlan et al., 2025).

Discipline is also crucial for the sustainability of attendance. Studies of futsal extracurricular activities reveal that participation in sport can lead to punctuality, responsibility, compliance with rules, sportsmanship, and hard work (Dandi & Nurhidayat, 2022). Engagement should therefore be measured not only by the number of registered students but also by the regularity of attendance. The boys' futsal extracurricular program at SMP Negeri 10 Pontianak is organized to develop students' sport skills. To the authors' knowledge, empirical data mapping both the level of interest and the consistency of student attendance at this school are not yet available.

Some previous studies on futsal extracurricular activities, such as Ginting et al., (2022), Rivaldi et al., (2022), Hakim et al., (2022), and Astuti et al., (2025), focused on questionnaire-based surveys of student interest without linking them to actual attendance data. Studies on participation, such as Akurat & Maksum, 2021a, focused on the factors behind the low participation of female students. This research gap is the novelty of this study: it combines questionnaire-based interest scores with students' actual mean attendance over one semester (32 sessions) in each interest category. With total sampling of 40 students, this study provides an empirical picture of how levels of interest are reflected in attendance on the field, while limiting its conclusions to descriptive patterns.

Based on this research gap and novelty, this study aims to: (1) describe the level of male students' interest in the futsal extracurricular program at SMP Negeri 10 Pontianak, (2) describe students' mean attendance across 32 sessions by interest category, and (3) identify the internal and external indicators with the highest percentages. The results are expected to serve as a basis for physical education teachers, coaches, and schools in assessing and developing programs that foster autonomous motivation, provide meaningful training experiences, and reduce barriers to participation.

RESEARCH METHOD

A descriptive quantitative approach using a survey methodology was employed. The design examined the level of students' interest and engagement based on data obtained during the survey without giving any experimental treatment to respondents.

The study population was all male students participating in the futsal extracurricular program at SMP Negeri 10 Pontianak, namely 40 students. Because the population was

small and all members were accessible, total sampling was used so that all students became respondents.

Interest was measured with a 20-item closed-ended questionnaire using a four-point Likert scale (strongly agree to strongly disagree; scores 1–4), so that total scores ranged from 20 to 80. The items were divided into six indicators: attention (3 items), enjoyment (3 items), personal interest (3 items), the role of the coach (4 items), facilities and infrastructure (4 items), and family support (3 items). The internal indicators comprised attention, enjoyment, and personal interest; the external indicators comprised the role of the coach, facilities and infrastructure, and family support. The items were compiled based on an instrument developed by the researchers, not a verbatim copy of any single earlier instrument.

Table 1. Blueprint of the Interest Instrument

Factor	Indicator	Item Numbers	Total	Basis/Source
Internal	Attention	1-3	3	(Nurmawati* et al., 2020)
Internal	Enjoyment	4-6	3	(Nurmawati* et al., 2020)
Internal	Personal interest	7-9	3	(Nurmawati* et al., 2020)
External	Coach	10-13	4	(Bangun et al., 2018)
External	Facilities and infrastructure	14-17	4	(Ginting et al., 2022)
External	Family support	18-20	3	(Ginting et al., 2022)

Interest data were collected in August 2026. Participation in this study was limited to attendance, which was obtained from the supervisor's attendance book records over one semester and expressed as an attendance percentage, then averaged for each interest category.

Instrument quality was tested using Pearson product-moment correlation for item validity, with an *r*-table value of 0.312 (n = 40, 5% significance level), and the *Cronbach's alpha* coefficient for internal consistency. An item was declared valid if the calculated *r* exceeded the *r*-table value. The tests were conducted on the same 40 research respondents, so the results describe the quality of the instrument in this group and cannot be generalized. The reported item–total correlations are uncorrected correlations (each item contributes to the total score); as an additional check, corrected item–total correlations were also calculated.

Data were analyzed using descriptive statistics. Each respondent's total score was categorized into five categories based on norms with an ideal mean (Mi) = 50 and ideal standard deviation (SDi) = 10, namely very high ($X > 65$), high ($55 < X \leq 65$), moderate ($45 < X \leq 55$), low ($35 < X \leq 45$), and very low ($X \leq 35$). The frequency and percentage were presented for each category; for all respondents, the mean, median, standard deviation, standard error, and minimum and maximum values were presented; the percentage of achievement per indicator and the mean and range of attendance in each interest category were also presented. Because only descriptive analysis was conducted, the data were not used to infer causal relationships.

RESULTS AND DISCUSSION

Data Analysis Results

The data analyzed came from 40 male students participating in the futsal extracurricular program at SMP Negeri 10 Pontianak. Descriptive statistics were used to provide a general summary of interest and attendance. Pearson product-moment correlation and *Cronbach's alpha* were used to test the quality of the instrument.

The descriptive statistics calculated for the 40 respondents revealed a mean interest score of 58.45. To obtain an overall picture of students' level of interest in participating in the futsal extracurricular program, descriptive statistical analysis was performed on the interest scores of all respondents.

Table 2. Descriptive Statistics of Student Interest Scores

Statistic	Value
Sample Size (N)	40
Mean	58.45
Median	58.50
Standard Deviation	10.07
Minimum	32
Maximum	80
Standard Error	1.592

Based on Table 2, interest scores ranged from 32 to 80 with a mean of 58.45 and a standard deviation of 10.07. Given that the maximum instrument score is 80 (20 items × a maximum score of 4), this mean is equivalent to 73.1% of the maximum score. The closeness of the mean and median indicates a relatively symmetrical score distribution (skewness = −0.14).

To map students' interest levels more specifically, each respondent's total score was classified into five categories, namely very high, high, moderate, low, and very low. The frequency distribution and percentage for each category are presented in Table 3.

Table 3. Frequency Distribution of Student Interest Levels

Category	Frequency	Percentage
Very High	7	17.5%
High	19	47.5%
Moderate	11	27.5%
Low	2	5.0%
Very Low	1	2.5%
Total	40	100%

Table 3 shows that most students were in the high and very high interest categories. When the two categories are combined, 65% of respondents showed a strong level of interest in the futsal extracurricular program.

To provide a deeper picture of the aspects that shape student interest, an analysis was carried out by internal and external indicators. Table 4 presents the mean and the achievement percentage for each interest indicator.

Table 4. Analysis of Each Indicator

Indicator	Factor	Mean	Percentage
Attention	Internal	8.08	67.3%
Enjoyment	Internal	8.75	72.9%
Personal interest	Internal	8.00	66.7%
Coach	External	12.60	78.8%
Facilities	External	12.22	76.4%
Family	External	8.80	73.3%

All external indicators (73.3–78.8%) had higher achievement percentages than all internal indicators (66.7–72.9%); the mean achievement of external factors was 76.4% and that of internal factors was 69.0%. The coach indicator was the aspect with the highest percentage (78.8%), followed by facilities (76.4%) and family support (73.3%). Among the internal factors, enjoyment had the highest achievement, while personal interest had the lowest.

In addition to the level of interest, this study describes the consistency of student engagement through mean attendance. The mean attendance of all students was 79.9% (standard deviation 13.0; range 44–97%). In this study, participation is limited to attendance percentage. Mean attendance was compared by interest category as presented in Table 5 and Figure 1.

Table 5. Mean Attendance by Interest Category

Interest Category	Mean Attendance	Range (Min–Max)
Very High (n = 7)	88%	82–93%
High (n = 19)	87.3%	81–97%
Moderate (n = 11)	70.3%	61–79%
Low (n = 2)	49.5%	44–55%
Very Low (n = 1)	49%	49%

Figure 1 and Table 5 show a descriptive pattern in which higher interest categories tend to be followed by higher mean attendance. Attendance was relatively similar in the very high (88%) and high (87.3%) interest groups, then declined in the moderate group (70.3%; a difference of 17.0 points from the high group) and the low group (49.5%). The attendance range of the moderate group (61–79%) did not overlap with that of the high group (81–97%). The means for the low (n = 2) and very low (n = 1) groups came from very few students and therefore need to be interpreted with caution. Because this study did not use inferential testing to examine the relationship between interest and attendance, the pattern can only be understood as a descriptive tendency and is not used to infer a causal relationship.

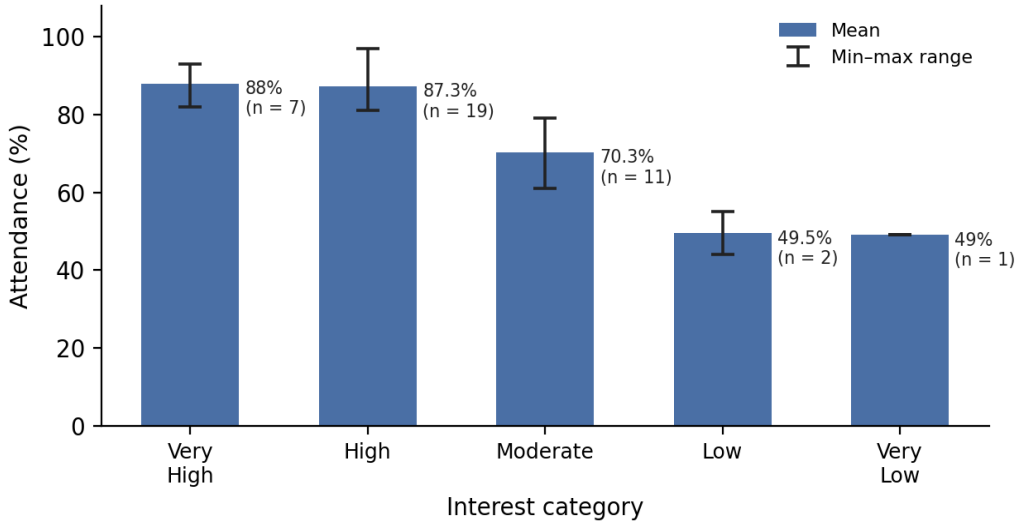


Figure 1. Mean and Range of Attendance by Interest Category

The validity of the student interest instrument was tested on the 20 statement items by comparing the calculated *r* value of each item with the *r*-table value of 0.312. The results for all items are presented in Table 6.

Table 6. Instrument Validity Test Results

Item	r-calculated	r-table	Remarks
Attention 1	0.737	0.312	Valid
Attention 2	0.727	0.312	Valid
Attention 3	0.723	0.312	Valid
Enjoyment 1	0.715	0.312	Valid
Enjoyment 2	0.764	0.312	Valid
Enjoyment 3	0.533	0.312	Valid
Personal interest 1	0.736	0.312	Valid
Personal interest 2	0.759	0.312	Valid
Personal interest 3	0.494	0.312	Valid
Coach 1	0.661	0.312	Valid
Coach 2	0.653	0.312	Valid
Coach 3	0.594	0.312	Valid
Coach 4	0.500	0.312	Valid
Facilities 1	0.702	0.312	Valid
Facilities 2	0.497	0.312	Valid
Facilities 3	0.668	0.312	Valid
Facilities 4	0.763	0.312	Valid
Family 1	0.606	0.312	Valid
Family 2	0.519	0.312	Valid
Family 3	0.673	0.312	Valid

Based on Table 6, the calculated *r* values for all items ranged from 0.494 to 0.764 and were greater than the *r*-table value (0.312). The corrected item–total correlations were also all above the *r*-table value (0.437–0.731). Thus, all statements in the instrument were declared valid and could be used to measure student interest in this study.

After the validity of the instrument was established, the next step was to test its internal consistency through a reliability test. The test used the *Cronbach's alpha* coefficient across all instrument items, with the results presented in Table 7.

Table 7. Reliability Test Using *Cronbach's Alpha*

Component	Value
Number of Items	20
Sum of Item Variances	11.973
Total Variance	101.331
Cronbach's Alpha	0.928

The *Cronbach's alpha* value was 0.928. This value indicates a very high level of internal consistency, so the instrument is declared reliable and suitable for measuring students' interest in participating in the futsal extracurricular program in this study.

Discussion

The research findings place male students' interest in the futsal extracurricular program in the high category. The combined proportion of the high and very high

categories was 65%, while the low and very low categories accounted for only 7.5% of respondents. This result is in line with Ginting et al. (2022), Rivaldi et al. (2022), and Astuti et al. (2025), who also reported high interest in futsal in school settings. Nevertheless, this pattern does not hold for all schools, because Hakim et al. (2022) obtained an interest distribution dominated by the moderate category. Such variation may be influenced by school conditions, respondent characteristics, program quality, and environmental support.

Viewed through *Self-Determination Theory*, the achievements for enjoyment (72.9%), attention (67.3%), and personal interest (66.7%) reflect a relatively autonomous motivational foundation. Students' desire to persist tends to strengthen when the activity feels enjoyable, fosters a sense of competence, provides room for choice, and creates acceptance within the group (Ryan & Deci, 2020). A meta-analysis in physical education also shows that the fulfillment of needs for autonomy, competence, and relatedness is associated with more adaptive forms of motivation and engagement (Vasconcellos et al., 2020). Personal interest, which was the lowest internal indicator, shows that there is still room to help students find personal meaning in training. This means that maintaining interest cannot rely only on rewards or demands; students also need to feel their skills developing.

The coach indicator obtained the highest percentage (78.8%). This finding is in line with Wiguna & Maksum (2022), who place the supervisor, activities, and social encouragement as the main factors related to students' interest in joining futsal extracurricular activities. Bangun (2018) describes the role of extracurricular supervisors as technical instructors, feedback providers, motivators, and role models. Similarly, Muhtarom and Wijono (2022) revealed that futsal players' intrinsic motivation was in the high group, while extrinsic incentives were considered adequate. The high achievement on the coach indicator is understandable because the coach is the party who directly designs and leads training, so the quality of students' training experience is closest to this role. This finding indicates that students give a positive assessment of the coach aspect, but it does not prove that particular qualifications or training patterns directly cause students' high interest.

Coaches can maintain clear training goals, informative feedback, communication that does not humiliate, and a positive training atmosphere.

Facilities and infrastructure ranked second with a percentage of 76.4%. Safe, adequate, and easily accessible facilities can reduce practical barriers to training and help

students feel capable. Rahmadianti et al. (2019) found that differences in the development of futsal extracurricular programs between schools were related to school support, supervisors, and facilities, and Astuti et al. (2025) also identified facilities as an important external aspect. Family support (73.3%) was also higher than all internal indicators, in line with Ghofur et al. (2016), who found that the formation of interest in futsal is supported by school facilities, the role of the family, peer influence, and emotional aspects. Therefore, improvements to facilities need to be accompanied by schedule planning, strengthening of social support, and realistic access.

The attendance pattern shows that mean attendance was relatively similar in the very high (88%) and high (87.3%) interest groups, then fell to 70.3% in the moderate group and around 49% in the low and very low groups. The largest gap appeared between the high and moderate groups (17.0 points), so the 14 students (35%) in the moderate category and below are the group that needs attention first. On the other hand, even the very high interest group did not attend all sessions (mean 88%), which indicates that interest is not the only thing related to attendance. This pattern implies that interest is related to students' desire to return to training, but it cannot yet be stated as a causal relationship. Attendance may also be affected by academic schedules, family support, health, transportation availability, or clashes with other activities. Akurat & Maksum (2021a) reported that busy academic schedules, low social support, less interesting training materials, injury problems, and coaching factors can reduce participation in futsal. Therefore, the barriers faced by students with low attendance need to be identified first before concluding that they are less interested.

Consistent engagement has the potential to provide educational and physical benefits. Regular futsal activities can build habits of punctuality, respect for rules, hard work, responsibility, and sportsmanship (Dandi & Nurhidayat, 2022). Students' physical health is also linked to better physical activity(Sari & Suroto, 2022). Engagement in sport can be used to build teamwork, communication, emotional control, and decision-making skills (Elhaqe et al., 2025). However, meaningful development through sport requires a social context and coaching practices that are deliberately aimed at that purpose (Holt et al., 2017) This is in line with Arifudin, (2022), who highlights the importance of character goals in program development and assessment, not only the achievement of targets.

The contribution of this study lies in combining questionnaire-based interest scores with actual attendance data in each interest category. The previous studies referred to generally reported levels of interest and related factors; this study adds a picture that, in

the population studied, attendance was relatively stable in the high interest group and above but declined markedly in the moderate interest group and below. This picture can be used by coaches and schools to determine which groups of students need to be monitored early. This contribution is descriptive, comes from a single school, and needs to be tested further with inferential analysis.

Several limitations need to be considered. Because all respondents were male students from a single school, the results cannot be generalized to other schools or groups. Descriptive analysis is not intended to test associations or effects between variables. The low and very low interest groups consisted of only 3 students (2 and 1 students), so mean attendance in those groups needs to be interpreted with caution. Some data were collected through self-report and may therefore be affected by the desire to give socially acceptable answers. The validity and reliability tests were conducted on the same research respondents, so the evidence of instrument quality is limited to this group. Future research could involve many schools, male and female participants, attendance data from several semesters, interviews about barriers, and inferential analysis to test the relationships among interest, coach support, facilities, and attendance.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research results, male students' level of interest in participating in the futsal extracurricular program at SMP Negeri 10 Pontianak was in the high category, with 65% of respondents in the high and very high categories. The indicators with the highest percentages were the coach (78.8%) and facilities (76.4%), while the highest internal indicator was enjoyment (72.9%). Mean attendance over one semester tended to be higher in higher interest categories, namely 88% in the very high category and 49% in the very low category. This pattern is descriptive and does not indicate a causal relationship. The interest instrument met the validity and reliability criteria (*Cronbach's alpha* = 0.928) for use in this study.

Suggestions

Based on the research findings, the following suggestions can be made. First, because facilities and infrastructure obtained a high percentage (76.4%), the school needs to maintain the adequacy and safety of basic training facilities. Second, because mean attendance declined among students with moderate or lower interest (14 students; mean attendance of 70.3% or less), the school and coaches need to monitor attendance routinely, arrange training schedules so that they do not overlap with academic obligations, and talk

with students who are becoming inactive to find out whether the cause is interest, time, access, family support, health, or concerns about injury. Third, because the coach was the indicator with the highest percentage (78.8%) while personal interest was the lowest internal indicator (66.7%), coaches are advised to use varied and gradual training and to support students' needs for autonomy, competence, and relatedness. Fourth, future research should involve more than one school, male and female students, and use inferential analysis to test the relationships among interest, the role of the coach, facilities, and attendance.

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