

The Sports Interest in Students' Extracurricular Activities At SMP Negeri 8 Makassar

Muhammad Ishak ^{1A-E*}, Nurul Musfira Amahoru ^{2B-D}, Muh. Adnan Hudain ^{3B-D}

^{1,2}Study Program of Sports Coaching Education, Faculty of Sports and Health Sciences,
Makassar State University, Makassar City, South Sulawesi, Indonesia, 90222

³Study Program of Physical Education and Sports, Postgraduate Program, Makassar State University,
Makassar City, South Sulawesi, Indonesia, 90222

¹muh.ishak@unm.ac.id, ²nurul.musfira.a@unm.ac.id, ³muh.adnan.hudain@unm.ac.id

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

Received: August 20, 2023

Accepted: August 30, 2023

Published: September 21, 2023

ABSTRACT

This study aims to determine how much interest students have in extracurricular sports activities of SMP Negeri 8 Makassar students. This research belongs to the type of survey research. The population of this study was all students of SMP Negeri 8 Makassar with a total research sample of 40 students selected by purposive sampling. The data analysis techniques used are descriptive, data normality, and categorization using the SPSS System Version 22.00 at a significant level of 95% or $\alpha_{0.05}$. Based on the results of data analysis, this study concluded that the interest in sports in extracurricular students of SMP Negeri 8 Makassar was in the category of Strongly Agree.

Keyword: Interest; Sport.

How to Cite : **Ishak, Muhammad; Amahoru, Nurul Musfira; Hudain, Muh. Adnan.** (2023). The Sports Interest in Students' Extracurricular Activities At SMP Negeri 8 Makassar. **Journal of Sport Education, Coaching, and Health (JOCCA)**. 4(3), pp.197-206

INTRODUCTION

Education is the main capital of people because the educational business is an effort to lay the foundation of knowledge for students. Therefore, educational activities need to be improved in quality, facilities, and infrastructure, especially related to sports coaching, so that the education process can take place properly and smoothly (Arifin, 2017). The purpose of national education is to educate the nation's life and build Indonesian people as a whole, namely, people who believe and are devoted to God Almighty, have noble ethics, have knowledge and skills, physical and spiritual health, good and independent personalities and have a sense of responsibility to the nation and the State (Effendi, 2016). To achieve this goal, national education must be held in an integrated manner and directed to improving the quality of education in schools which is the beginning of the formation of Indonesian people as a whole to meet the needs of national development (Adi, 2016). Sports Health



Physical Education is the most popular field of study by High School students so that through learning Sports and Health Physical Education (Rohmansyah, 2017) can be used as tools to educate students on good behaviour, emotional sensitivity, social and spiritual sense (Lengkana & Sofa, 2017). In the Law of the Republic of Indonesia Number 3 of 2005 concerning the Sports system article 1 point 11 explains that sports education is physical education and sports that are carried out as part of a regular and continuous educational process to obtain knowledge, personality, skills, health, and physical fitness.

Physical education is part of National education. The ultimate goal of physical education should be aligned with the goals of national education. Physical education can be defined as an educational process aimed at achieving educational goals through physical movement (Maulana et al., 2020). Physical education is expected to stimulate the development of balanced attitudes, mental, and social emotions and students' movement skills (Bangun & Yunis, 2016). Sports in schools are seen as educational tools that have an important role in achieving overall teaching and learning goals (Syahrin & Bustamam, 2017). Sports as education or with the term physical education is one of the subjects that must be taught both elementary, junior high, high school and vocational schools. Physical education is expected to stimulate the development and physical growth of students and stimulate the development of balanced attitudes, and mental, social, emotional and movement skills of students (Rokhayati et al., 2016).

In this regard, physical education should not be ignored because only physically healthy humans can be expected to realize development towards a just and prosperous society based on Pancasila (Maryono, 2017). Physical education learning in Sekolah is one of the efforts to instil sports life habits for students in everyday life so that they can grow and develop daily (Komarudin & Prabowo, 2020). Because with knowledge of a healthy body, it is possible to change behavioural attitudes towards cognitive, psychomotor and affective which is very beneficial for students, both for health, and for their physical growth and development (Irfan, 2019). Sports in Indonesia are experiencing very rapid development, this is because people have realized the importance of sports for physical health, because physical education is education that can actualize the potentials of activities in the form of action (Bangun & Yunis, 2016). Physical education is an integral part of education as a whole which in the learning process prioritizes physical activities to encourage healthy living habits, towards harmonious, harmonious and balanced physical, mental, social and economic growth and development (Wijaya, 2021). Sport is a physical activity, and in addition to contributing to the development of the personality of the culprit, it also motivates in developing and fostering physical and spiritual strength (Larung, 2021). Given the importance of sports activities in schools ranging from kindergarten to college, the government included it in the MPR provisions. Attention to sports in Indonesia is seventh in various activities including competitive sports, health sports, recreative sports and educational sports. As a developing country, Indonesia is actively conducting development in all fields, including in the field of sports (Bangun & Yunis, 2016). So that various sports are growing rapidly and get careful attention both from the government and from the community itself, for example in sports (Adzani & Irsyada, 2022). Sports as a scientific discipline has also experienced developments, including in fostering an environment of brotherhood and friendship for the unity of a close and joyful atmosphere towards a harmonious, harmonious and balanced life in achieving the happiness of a prosperous life (Tasya Fahmi et al., 2022). Today many people do sports according to their respective pleasures because someone who does sports activities has different goals, some are to improve achievement, education, physical freshness, and recreation (Nailufar & Hartono, 2022).



In the path of sports coaching and development in Indonesia, optimal performance can only be achieved if it is laid by a solid foundation through mass activities, which should be started from an early age (Akhmad et al., 2017), the point is that in sports coaching it is to lay a solid foundation must start as early as possible (Kusuma & Winarno, 2018) because this basis will determine the development of children both in terms of physical, emotional, social, and sports achievements (Padillah et al., 2020). The success or failure of the physical education teaching and learning process in schools following the expected goals is determined by many factors, both internal and external; (Herlina & Suherman, 2020). Internal factors originate from within students that affect success in learning such as physiological conditions, psychology, intelligence (intelligence) and maturity, while external factors originate from outside the student side such as the school environment and natural environment (Nusi & Refiater, 2021). To achieve good physical education learning outcomes, students must be able to develop mastery of basic techniques as a sport is taught. Therefore, students are the central point of every educational effort, so learning programs cannot be separated from the consideration of the students themselves (Nazirun et al., 2020). These considerations include gender and age level as well as the characteristics of students' physical growth and development (Haris, 2018).

Interest is an attraction to pay attention or concentrate on a lesson or field of study that is being followed, so that students can feel following lessons at school, therefore great interest and high enough motivation to follow physical education at school will add feelings of pleasure and touch the activity channel (Muhajir, 2007). Likewise, a student's interest in a lesson that is very lacking is certainly born the impression that students are less happy with the teacher and the lesson (Rakhman, 2011), it can even reduce enthusiasm for learning including a lack of enthusiasm to participate in extracurricular sports activities (Indra, 2011). If the student does not have an interest in extracurricular activities, Sports do not allow them to achieve good achievements (Surial, 2011). This is a problem that needs to be solved through this research (Valentino & Iskandar, 2020).

Students who have a good interest in the implementation of extracurricular sports will have positive or good motivation (Ihwan, 2011) However, if the student has less interest in necessarily an object then he will have motivation towards bad extracurricular sports activities (Mustaqim, 2012). Departing from the importance of extracurricular activities, especially sports, there needs to be an effort to arouse students' passion and interest in liking sports at school (Nugroho, 2013) as well as sports activities carried out outside of class hours at school (Harvianto, 2019). To direct students' attention to the form of sports activities, the main strategy that must be taken is to arouse student interest (Rahadi, 2013).

Extracurricular activities are coordinated, directed and integrated activities carried out together at school (Nurmawati et al., 2021) as an additional activity but not the main activity in the school (I. Saputra, 2015). The purpose of extracurricular activities is to improve and solidify students' knowledge and develop talents, interests, abilities and skills in personal coaching efforts (I. Y. Saputra, 2015). Get to know the relationship between subjects in people's lives (Pratiwi, 2015). The scope of extracurricular activities includes all lives that can support and support curricular activities with more broadening characteristics (Setiawan, 2017), contains applications of various subjects that have been studied (Nandana et al., 2020), requires individual organization considering complex tasks and activities, carried out outside of class hours (A. et al., 2015; Gede Yogi Saputra, 2021).

Physical education learning during formal school hours is lacking, so to be able to develop students' talents and interests are directed to take part in extracurricular activities (Siswandaru, 2015). It should also be supported with the student's interest (Nazirun et al., 2020). The interest of students is very important because of everything that is done (Baidawi

& Maidarman, 2019) Based on interest, it will run optimally and without any coercion from any party (Yanto, 2016). In the field of sports, strong endurance is needed (Maulizar et al., 2018), so that we can do a sports activity with enthusiasm because it is supported by a strong immune system (Cahyono, 2017). With that, we undergo these activities with a feeling of pleasure undergoing these activities (Bachtiar, 2017). Therefore, the existence of extracurricular sports activities at school is very helpful for students in developing their abilities (Bekti & Yuliawan, 2018) which may not be enough if only taught in formal subjects such as sports subjects (MahPutra & Vishnu, 2019).

SMP Negeri 8 Makassar which is one of the junior high schools in Makassar City considers the need for coaching students' interest in sports. Proven by the formation of extracurricular sports in this school, previously students only knew scouts and PMR. Therefore, the reason why researchers take extracurricular sports to be researched at the school. In addition, researchers also want to know how students' interest in extracurricular sports activities at SMP Negeri 8 Makassar.

METHODS

This research is descriptive research using survey methods, and information or data collection using questionnaires. Surveys aim to collect information about large numbers of people by using questionnaires on small numbers and populations. The description in question is to provide an overview of students' interest in participating in extracurricular sports activities at SMPN18 Makassar. The variable to be studied is one variable, namely a single variable. The variable in this study is the interest in extracurricular sports of students of SMP Negeri 8 Makassar. So this attention merely describes the state of the object or event. The variable in this study is a single variable, namely interest in participating in extracurricular sports activities at SMP Negeri 8 Makassar. While the factors examined in this study include recreational, social, personal and achievement. The population in this study is all students of SMP Negeri 8 Makassar. The technique in sampling this study is *purposive sampling* where the sampling technique is based on consideration. The number of samples in this study was as many as 40 people.

Table 1.
 Categorization of sports interests

No.	Interval	Classification
1	1 – 25	Very Disagree
2	26 – 50	Less
3	51 – 75	Tall
4	76 – 100	Very High

Data analysis techniques in this study use descriptive data analysis techniques. While the calculation in the questionnaire uses descriptive percentages.

RESULTS AND DISCUSSION

Descriptive data analysis is intended to get an overview of research data. A descriptive analysis was conducted on sports interest in extracurricular students of SMP Negeri 8 Makassar. Descriptive analysis includes; Total value, average, standard deviation, range, maximum and minimum. From these statistical values, it is expected to give a general idea of the state of interest of students. The results of descriptive analysis of each research variable can be seen in **Table 2.**

Table 2.

The results of descriptive analysis of each variable.

Statistics	Student Interests
N	40
Sum	3035,00
Mean	75,8750
Std. Deviation	3,58907
Range	15,00
Minimum	66,00
Maximum	81,00

The results of **Table 2** above which is an illustration of students' interest in extracurricular sports can be stated as follows: For sports interest in extracurricular students of SMP Negeri 8 Makassar from 40 total samples, a total value of 3035.00 was obtained and an average of 75.8750 with a standard deviation of 3.58907 from a data range of 15.00 between a minimum value of 66.00 and 81.00 for the maximum value.

Data normality testing

One assumption that must be met for parametric statistics to be used in research is that the data must follow a normal distribution. To determine the distribution of student interest in extracurricular sports in students of SMP Negeri 8 Makassar, a data normality test was carried out using the Kolmogorov Smirnov Test (KS-Z). The results of the data normality analysis can be seen in the following summary of **Table 3**:

Table 3.

The normality test results of each variable

Variable	K – SZ	P	α	Information
Student interests	0,104	0,200	0,05	Usual

Based on **Table 3** above shows that from the results of testing the normality of sports interest in extracurricular students using the Kolmogorov Smirnov Test shows the following results:

In testing the normality of sports interest in extracurricular students, SMP Negeri 8 Makassar obtained a Kolmogorov-Smirnov Test score of 0.104 with a probability level (P) of 0.200 greater than the value of α 0.05. Thus, the data on sports interest in extracurricular activities of SMP Negeri 8 Makassar students obtained follow the normal distribution or normal distribution.

Test the hypothesis

Sports interest in extracurricular students of SMP Negeri 8 Makassar

Table 4.

Recapitulation of the percentage of sports interest outcomes in extracurricular students

No.	Interval	Frequency	Percent	Classification
1	1 – 25	0	0,0%	Very Disagree
2	26 – 50	0	0,0%	Less
3	51 – 75	18	45,0%	Tall
4	76 – 100	22	55,0%	Very High
Total		40	100%	-

Based on **Table 4** above, it appears that the percentage of sports interest data results in extracurricular activities of SMP Negeri 8 Makassar students from 40 students or (100%), very high category as many as 22 students or (55.0%), high category as many as 18 students or (45.0%), less category as many as 0 students or (0.0%) and very less category as many as 0 students or (0.0%). Thus, it can be concluded that the percentage



of sports interest data results in extracurricular activities of SMP Negeri 8 Makassar students is in the Very High category.

Discussion

Sports interest in extracurricular students of SMP Negeri 8 Makassar

Interest is one of the psychological aspects that helps and encourages a person to meet his needs, so interest must exist in a person because interest is the basic capital to achieve goals. With this aim, a person will be able to direct his interests best. In addition to certain goals, interest in exercise can arise due to the increasing breadth of a person's environment and the more he relates to people outside the environment to add insight from interests. If a person is interested in something, his interest becomes a strong motive for him to connect more actively with something he is interested in.

Based on the results of research on sports interest in extracurricular students of SMP Negeri 8 Makassar out of 40 students or (100%), the very high category of 22 students or (55.0%), the high category of 18 students or (45.0%), the less category of 0 students or (0.0%) and the very less category of 0 students or (0.0%). Thus, it can be concluded that the percentage of sports interest data results in extracurricular activities of SMP Negeri 18 Makassar students is in the Very High category.

In this study, interest was revealed through two factors, namely intrinsic interest and extrinsic interest. Intrinsic interest is interest that comes from within a person. Intrinsic interests in sports include an interest in achievement and an interest in leisure time. Extrinsic interest is a driving factor that arises from outside the individual. Extrinsic interests in sport include the conduct of activities, media and rewards.

Based on the results of the study, it is known that the interest of SMP Negeri 8 Makassar students in participating in extracurricular sports activities can be categorized as very high. This is because there are many factors including the will, a supportive environment and the existence of more motives than the students themselves. The interest in participating in extracurricular activities is because students feel that sports activities are their needs that must be met so this makes students self-aware without any coercion willing to do sports activities.

Thus, it can be concluded that the most prominent support factor for the emergence of student interest in participating in extracurricular sports activities is spending free time and excelling. This is because of the emergence of student interest in participating in extracurricular sports activities including excitement/fun, making friends, free time, health and the need for work. Therefore, this factor is quite influential. This is what makes students participate in extracurricular sports activities. By participating in sports and extracurricular activities, students get joy and feel happy participating in sports extracurricular activities, students want to make friends to play with and can fill their free time with activities because they feel free time will not be wasted, students hope that your fitness health is well maintained because the body will feel healthier and fitter, exercise is a need for physical activity and can increase sports prestige Interest.

Other factors are quite influential on students' interest in participating in extracurricular sports activities, including the implementation of activities and reward factors. The factor of the implementation of activities influences the interest of students in participating in extracurricular sports activities because the implementation of extracurricular activities gets approval from parents and the fulfilment of suggestions and infrastructure for extracurricular activities.

The lowest media factor affects students' interest in participating in extracurricular sports activities. Media factors are quite influential because students only know some sports



matches that are shown on television, both domestic and foreign matches. Students read less about national and international sports development news in newspapers.

A study even though it has been tried as well as possible, there are several shortcomings and limitations experienced by researchers in conducting research including: 1) This study uses closed research, so that respondents only need to choose the answers that have been provided and according to their wishes. To overcome this, it is necessary to provide sufficient direction and explanation to respondents. 2) It is difficult to know the level of sincerity that each respondent has in answering. Efforts that can be made are to provide an overview and purpose of the purpose of this study.

CONCLUSION

Based on the results of research and discussion that has been presented, a conclusion can be drawn as follows:

Sports interest in extracurricular activities of SMP Negeri 8 Makassar students is in the very high category.

REFERENCES

- A., I. M., Subiyono, H. S., & Hidayah, T. (2015). Minat Latihan Bola Voli Siswa Putra Pada Kegiatan Ekstrakurikuler Bola Voli SMA Negeri Di Kabupaten Pematang. *Journal of Sport Sciences and Fitness*, 4(2), 5–9. journal.unnes.ac.id/sju/index.php/jssf/article/view/6285
- Adi, S. (2016). Latihan Mental Atlet Dalam Mencapai Prestasi Olahraga Secara Maksimal. *Prosiding Seminar Nasional*, 1–11.
- Adzani, I. A. A. Al, & Irsyada, M. (2022). Manajemen Pembinaan Prestasi Cabang Olahraga Bolavoli Di Pbv Gajah Mada Kabupaten Mojokerto. *Jurnal Prestasi Olahraga*, 59–65.
- Akhmad, N., Muhaimin, A., & Yusuf, M. (2017). Manajemen Pembinaan PPLM Fakultas Ilmu Keolahragaan Universitas Negeri Makassar. *JIME (Jurnal Ilmiah Mandala Education)*, 3(1), 108–119. <http://ejournal.mandalanursa.org/index.php/JIME/article/view/28>
- Arifin, R. (2017). Peran Mental Dalam Prestasi Olahraga. *Prosiding, Seminar Nasional Pendidikan Jasmani dan Olahraga, Lambung Mangkurat University Press, Banjarmasin*, 0(0). <http://eprints.ulm.ac.id/5946/>
- Bachtiar, E. S. (2017). Minat Siswa Dalam Mengikuti Kegiatan Ekstrakurikuler Bolavoli di SMP 2 Gurah Tahun Ajaran 2016/2017. *Artikel Skripsi, Universitas Nusantara PGRI Kediri*. simki.unpkediri.ac.id
- Baidawi, T., & Mairman. (2019). Minat Siswa Terhadap Pembelajaran Bolavoli. *Jurnal Patriot, Kepelatihan, FIK Universitas Negeri Padang*, 2(5), 1300–1306. <http://patriot.ppj.unp.ac.id/index.php/patriot/article/view/420>
- Bangun, & Yunis, S. (2016). Peran Pendidikan Jasmani Dan Olahraga Pada Lembaga Pendidikan di Indonesia. *Publikasi Pendidikan*, 6(3). <https://doi.org/10.26858/publikan.v6i3.2270>
- Bekti, R. A., & Yulianawati, D. (2018). Survey Minat Siswa Terhadap Olahraga Bola Voli Di Madrasah Ibtidaiyah Swasta Sekecamatan Kepung Kabupaten Kediri Tahun Ajaran 2017/2018. *Artikel Skripsi, Universitas Nusantara PGRI Kediri*, 02(04), 0–6. simki.unpkediri.ac.id
- Cahyono, N. D. (2017). Minat Siswa Dalam Mengikuti Kegiatan Ekstrakurikuler Olahraga Di

- Sekolah Menengah Atas Negeri 2 Playen Kabupaten Gunung Kidul. *E-Journal Pendidikan Jasmani Kesehatan dan Rekreasi*, 6(5), 5–9.
<https://journal.student.uny.ac.id/index.php/pjkr/article/view/6692>
- Effendi, H. (2016). Peranan Psikologi Olahraga Dalam Meningkatkan Prestasi Atlet. *Nusantara (Jurnal Ilmu Pengetahuan Sosial)*, 1(1), 22–30. jurnal.um-tapsel.ac.id/index.php/nusantara/article/view/90/
- Gede Yogi Saputra, R. M. A. (2021). Minat Siswa Kelas VII Dan VIII Dalam Mengikuti Pembelajaran Pendidikan Jasmani Olahraga Dan Kesehatan SMP Negeri 15 Mesuji. *Journal of Physical Education (JouPE)*, 2(1), 17–25.
<http://jim.teknokrat.ac.id/index.php/pendidikanolahraga/index>
- Haris, I. N. (2018). Model pembelajaran peer teaching dalam pembelajaran pendidikan jasmani. *Biomatika: Jurnal ilmiah fakultas keguruan dan ilmu pendidikan*, 4(1), 1–8.
www.ejournal.unsub.ac.id/index.php/FKIP/article/download/191/170
- Harvianto, Y. (2019). Minat Partisipasi Dalam Olahraga Ditinjau Dari Suku Bangsa Pada Siswa DI Kota Palangka Raya. *JUPE: Jurnal Pendidikan Mandala*, 4(4), 17–30.
<http://ejournal.mandalanursa.org/index.php/JUPE/article/view/674>
- Herlina, H., & Suherman, M. (2020). Potensi Pembelajaran Pendidikan Jasmani Olahraga Dan Kesehatan (PJOK) Di Tengah Pandemi Corona Virus Disease (Covid)-19 Di Sekolah Dasar. *Tadulako Journal Sport Sciences And Physical Education*, 8(1), 1–7.
<http://jurnal.untad.ac.id/jurnal/index.php/PJKR/article/view/16186>
- Ihwan, A. F. (2011). Minat Terhadap Modifikasi Pembelajaran Permainan Bola Voli Pada Siswa Kelas IV, V, dan VI SD Negeri 01 Sedan Kecamatan Sedan Kabupaten Rembang 2010/2011. *DIGILIB UNNES, Local Content Repository*, 1–75.
<https://lib.unnes.ac.id/6766/>
- Indra, A. (2011). Minat Siswa-Siswi SMK KArtika 1-2 Padang Terhadap Permainan Bolavoli. *Repository, Universitas Negeri Padang*. <http://repository.unp.ac.id/7445/>
- Irfan. (2019). Pengaruh Profesionalisme Guru penjas Terhadap Hasil Belajar Penjas Siswa SMA Negeri 1 Kajuara Kabupaten Bone. *E-Prints, UNiversitas Negeri Makassar*.
<http://eprints.unm.ac.id/14470/>
- Komarudin, K., & Prabowo, M. (2020). Persepsi siswa terhadap pembelajaran daring mata pelajaran pendidikan jasmani olahraga dan kesehatan pada masa pandemi Covid-19. *MAJORA: Majalah Ilmiah Olahraga*, 26(2), 56–66.
<https://doi.org/10.21831/majora.v26i2.34589>
- Kusuma, R. A., & Winarno, M. . (2018). Efektifitas Waktu Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan di SMP. *Gelanggan Pendidikan Jasmani Indonesia*, 2(2), 135–141. <https://doi.org/http://dx.doi.org/10.17977/um040v2i2p135-141>
- Larung, E. Y. P. (2021). Pembinaan Sepakbola Usia Dini Di Sekolah Sepakbola Kota Surakarta. *Jurnal Deo Muri*, 1(1), 1–10.
<http://ejournal.unasdem.ac.id/index.php/ejunasdem/article/view/24/18>
- Lengkana, A. S., & Sofa, N. S. N. (2017). Kebijakan Pendidikan Jasmani dalam Pendidikan. *Jurnal Olahraga*, 3(1), 1–12. <https://doi.org/https://doi.org/10.37742/jo.v3i1.67>
- MahPutra, A., & Wisnu, H. (2019). Identifikasi Penyebab Rendahnya Minat Siswa Terhadap Ekstrakurikuler Olahraga di SMAN 11 Surabaya. *Jurnal Pendidikan Olahraga dan Kesehatan*, 7(1), 75–78. <https://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-pendidikan-jasmani/article/view/26445/>
- Maryono, M. (2017). Peran Guru Dalam Menerapkan Pembelajaran Tematik Di Sekolah

- Dasar. *Jurnal Gentala Pendidikan Dasar*, 2(1), 72–89.
<https://doi.org/10.22437/gentala.v2i1.6819>
- Maulana, M., Ismaya, B., & Hidayat, A. S. (2020). Minat Siswi Dalam Pembelajaran Pendidikan Jasmani Senam Lantai SMAN 1 Cikampek. *Jurnal Literasi Olahraga*, 1(1), 66–76. <https://doi.org/10.35706/jlo.v1i1.3766>
- Maulizar, A., Jafar, M., & Masri. (2018). Minat Siswa Terhadap Ekstrakurikuler Cabang Olahraga DI SMP Negeri 18 Banda Aceh Tahun Ajaran 2016. *Jurnal Ilmiah Mahasiswa, Pendidikan Jasmani, Kesehatan dan Rekreasi, Fakultas Keguruan dan Ilmu Pendidikan Unsyiah*, 4(1), 43–48. <http://www.jim.unsyiah.ac.id/penjaskesrek/article/view/7084>
- Muhajir, A. (2007). Faktor-Faktor Yang Mempengaruhi Minat Siswa Kelas X Dalam Mengikuti Ekstrakurikuler Olahraga Di SMA Islam Sultan Agung I Semarang Tahun Ajaran 2006/2007. *DIGILIB UNNES, Local Content Repository*. <https://lib.unnes.ac.id/1112/>
- Mustaqim, N. (2012). Minat Mengikuti Ekstrakurikuler Bolavoli Siswa-Siswi MTs Assalafi Kenteng Kecamatan Susukan Kabupaten Semarang Tahun Pelajaran 2011/2012. In *Skripsi, Jurusan Pendidikan Kepelatihan Olahraga, Fakultas Ilmu Keolahragaan*. <https://lib.unnes.ac.id/18925/>
- Nailufar, N., & Hartono, M. (2022). Manajemen Pembinaan Prestasi Klub Bola Voli Mitra Kencana Semarang Tahun 2021. *Indonesian Journal for Physical Education and Sport*, 3(1), 311–317. <https://doi.org/10.15294/inapes.v3i1.48030>
- Nandana, D. D., Maksum, A., & Priambodo, A. (2020). Pengaruh Latihan Pencak Silat Terhadap Pembentukan Konsep Diri Dan Kepercayaan Diri Siswa. *Multilateral Jurnal Pendidikan Jasmani dan Olahraga*, 19(1), 23–31. <https://doi.org/10.20527/multilateral.v19i1.8543>
- Nazirun, N., Gazali, N., & Fikri, M. (2020). Minat Siswa Terhadap Pembelajaran Pendidikan Jasmani. *Jurnal Penjakora*, 6(2), 119. <https://doi.org/https://doi.org/10.23887/penjakora.v6i2.20898>
- Nugroho, Y. D. (2013). Minat Siswa Terhadap Olahraga Bola Voli Di Madrasah Aliyah Bahasa Al-Haromain Rajekwesi Kabupaten Jepara. In *Skripsi, Jurusan Ilmu Keolahragaan, Fakultas Ilmu Keolahragaan, UNiversitas Negeri Semarang*. <https://lib.unnes.ac.id/18799/>
- Nurmawati, N., Resita, C., & Afrinaldi, R. (2021). Minat Siswa dalam Mengikuti Ekstrakurikuler Olahraga di SMA Negeri 20 Kabupaten Tangerang. *Jurnal Literasi Olahraga*, 1(2), 153–161. <https://doi.org/10.35706/jlo.v1i2.3910>
- Nusi, M., & Refiater, U. H. (2021). Manajemen Pembinaan Klub Bola Voli Gihang Star Kabupaten Bolaang Mongondow Utara. *Jambura Health and Sport Journal*, 3(2), 15–22. <https://doi.org/10.37311/jhsj.v3i2.11531>
- Padillah, A., Yudiana, Y., & Juliantine, T. (2020). The Effect of Cooperative Learning Model and Peer Teaching Model on Social Skills and Volleyball Games Performance. *Jurnal Pendidikan Jasmani dan Olahraga*, 5(1), 35–39. <https://doi.org/10.17509/jpjo.v5i1.22093>
- Pratiwi, P. (2015). Pemanduan Bakat Dan Minat Cabang Olahraga Melalui Metode Sport Search Pada Siswa Smp Negeri Se Kecamatan Karanganyar Kabupaten Demak Tahun 2013/2014. *Active - Journal of Physical Education, Sport, Health and Recreation*, 4(3), 1686–1705. <https://doi.org/https://doi.org/10.15294/active.v4i3.4677>
- Rahadi, S. (2013). Minat Siswa Sekolah Dasar Terhadap Bolavoli Mini (survei Pada Siswa Kelas V Se-Kota Blitar). *Artikel*, 1–7.

<https://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-prestasi-olahraga/article/view/1398/>

- Rakhman, A. (2011). Modifikasi Permainan Bola Voli Dalam Meningkatkan Minat Siswa Putri Sma N 1 Kramat Tegal Tahun 2010. *DIGLIB UNNES, Local Content Repository*, 1–106. <https://lib.unnes.ac.id/10110/>
- Rohmansyah, N. A. (2017). Pendidikan Jasmani dan Olahraga Sebagai Media Penegmbangan Karkater Siswa. *Jurnal PENJAKORA*, 4(1), 38–50. <https://doi.org/https://doi.org/10.23887/penjakora.v4i1.11752>
- Rokhayati, A., Nur, L., Elan, & Gandana, G. (2016). Implementasi Pendekatan Taktis dalam Pembelajaran Pendidikan Jasmani Terhadap Motivasi, Kebugaran Jasmani dan Kemampuan Motorik. *Jurnal Pendidikan Jasmani Dan Olahraga*, 1(2), 57. <https://doi.org/10.17509/jpjo.v1i2.5664>
- Saputra, I. (2015). Minat Siswa SMPN 3 Payakumbuh Terhadap Permainan Bolavoli. *Jurnal Pendidikan Jasmani Kesehatan dan Rekreasi*, 1(1), 1–18. <http://ejournal.unp.ac.id/students/index.php/pjs/article/view/1789>
- Saputra, I. Y. (2015). Minat Siswa Terhadap Ekstrakurikuler Olahraga Bola Voli Di SMAN 2 Kabupaten Pacitan. *Artikel Skripsi, Universitas Nusantara PGRI Kediri*, 01(08), 1–13. simki.unpkediri.ac.id
- Setiawan, H. (2017). Survei Minat Masyarakat Terhadap Klub Olahraga Bolavoli Kecamatan Mojoroto Kota Kediri Tahun 2017. *Artikel Skripsi, Universitas Nusantara PGRI Kediri*, 01(09). simki.unpkediri.ac.id
- Siswandar. (2015). Hubungan Antara Minat Dengan Keterampilan Dasar Bola Voli Siswa yang Mengikuti Ekstrakurikuler Bola Voli di SMP Negeri 2 Sewon Tahun Ajaran 2014/2015. *ePrints@UNY, Lumbung Pustaka Universitas Negeri Yogyakarta*. <https://eprints.uny.ac.id/32207/>
- Surial, Y. (2011). Minat Siswa-Siswi Cersa Kapar Kabupaten Pasaman Barat Terhadap Permainan Bolavoli. *Repository, Universitas Negeri Padang*. <http://repository.unp.ac.id/3509/>
- Syahrin, A., & Bustamam, A. (2017). Peran Guru Pendidikan Jasmani Dalam Membentuk Karakter Siswa Pada MTs Se-Banda Aceh Tahun Pelajaran 2016-2017. *Jurnal Ilmiah Mahasiswa Pendidikan Jasmani, Kesehatan dan Rekreasi*, 3(2), 76–91. <http://www.jim.unsyiah.ac.id/penjaskesrek/article/view/3276>
- Tasya Fahmi, A., Suratmin, S., & Happy Kardiawan, I. K. (2022). Motivasi Atlet Remaja Putri Dalam Mengikuti Kegiatan Pembinaan Olahraga Bolavoli. *Jurnal Pendidikan Kepeleatihan Olahraga Undiksha*, 13(3), 102–107. <https://doi.org/10.23887/jjpko.v13i3.53860>
- Valentino, R. F., & Iskandar, M. (2020). Identifikasi minat siswa pada ekstrakurikuler sepak bola. *Jurnal Master Penjas & Olahraga*, 1(1), 55–64. <https://doi.org/doi.org/10.37742/jmpo.v1i1.7>
- Wijaya, A. W. E. (2021). Manajemen Pembinaan Prestasi Di Sekolah Sepak Bola. *Jurnal Olahraga & Kesehatan Indonesia*, 2(1), 27–33. <https://doi.org/doi.org/10.55081/joki.v2i1.542>
- Yanto, K. S. (2016). Minat Siswa SMPN 1 Rao Selatan Kabupaten Pasaman Terhadap Pengembangan Diri Olahraga Bolavoli. *Repository, Universitas Negeri Padang*. <http://repository.unp.ac.id/20327/>