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Original Article Research

A Survey of Students' Interest in Basketball Extracurricular Activities

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Abstract

This study aimed to determine students' interest in participating in basketball extracurricular activities at Trimurti 02 Wagir Junior High School, Malang. A quantitative survey method was employed involving 110 students in Grades VII, VIII, and IX, with 60 students selected through simple random sampling. Data were collected using a questionnaire and analyzed descriptively using percentage analysis. The findings revealed that 11 students (19%) had a very high level of interest, 18 students (30%) had a high level of interest, 19 students (31%) had a low level of interest, and 12 students (20%) had a very low level of interest in participating in basketball extracurricular activities. These findings indicate that most students showed a relatively low level of interest, although nearly half of the respondents demonstrated high or very high interest. Therefore, greater attention should be given to improving students' motivation and participation through more engaging extracurricular basketball programs.

Keywords: Interests, Extracurricular Activities, Basketball

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1. INTRODUCTION

Around the world, extracurricular sports activities are increasingly recognized as an important part of school education because they provide opportunities for students to develop beyond the classroom. Through participation in sports, students can improve not only their physical fitness but also their teamwork, discipline, leadership, self-confidence, and other social and personal skills. Previous studies have also shown that participation in extracurricular sports activities can enhance students' motivation, engagement, and overall personal development, highlighting the important role of these programs in supporting holistic education (Bailey, 2006;

Denault et al., 2022; Feldman & Matjasko, 2005; Fredricks & Eccles, 2006; Yamamoto, 2024).

Schools provide extracurricular activities as an extension of classroom learning to help students develop their interests, talents, creativity, and social skills (Feldman & Matjasko, 2005; Yamamoto, 2024). These activities also support students' cognitive, affective, and psychomotor development (Eccles & Wigfield, 2002). Among the various extracurricular programs offered in schools, basketball is one of the most popular sports because it promotes physical fitness, teamwork, discipline, responsibility, and self-confidence (Wienecke et al., 2021).

Basketball is one of the most popular extracurricular sports offered in many schools. As a team sport, basketball requires physical fitness, teamwork, discipline, and technical skills. Through participation in basketball extracurricular activities, students not only improve their physical fitness but also develop sportsmanship, responsibility, and self-confidence. Therefore, basketball extracurricular activities play an important role in promoting students' character development and supporting their achievement in the school environment (Khasanah et al., 2024; Wienecke et al., 2021; Yamamoto, 2024).

Students' interest in extracurricular activities is a crucial factor in the successful implementation of school extracurricular programs (Denault et al., 2022). Interest refers to an individual's tendency to engage in and enjoy a particular activity voluntarily (Wijaya & Wahyudi, 2025). Students with higher levels of interest are more likely to participate actively, remain motivated, and engage consistently in extracurricular activities (Denault et al., 2022; Ryan & Deci, 2020; Weiss, 2013; Yeo et al., 2023). Conversely, low levels of interest may reduce participation and limit the effectiveness of extracurricular programs (Hao & Yang, 2022; Yeo et al., 2023). Therefore, understanding students' interest in participating in basketball extracurricular activities is important for schools to design programs that encourage sustained participation and maximize the educational benefits of extracurricular sports.

At Trimurti 02 Wagir Junior High School, basketball is offered as one of the extracurricular activities to support students' development in sports. Preliminary observations conducted by the researchers indicated several challenges in implementing the program, including low student participation, inconsistent attendance, and varying levels of student interest in participating in basketball extracurricular activities. Although previous studies have examined students' participation and interest in extracurricular activities in different educational contexts (Denault et al., 2022), studies specifically investigating students' interest in basketball extracurricular activities at the junior high school level remain limited (Abdillah & Sudarso, 2022; Sukapermana et al., 2024). Therefore, this study aimed to determine the level of students' interest in participating in basketball extracurricular activities at Trimurti 02 Wagir Junior High School. The findings of this study are expected to help schools and extracurricular coaches better understand students' interests and use this information to improve the quality of basketball extracurricular programs.

2. METHOD

2.1 Research Design

This study employed a quantitative research approach using a descriptive survey design to determine the level of students' interest in participating in basketball extracurricular activities at Trimurti 02 Wagir Junior High School, Malang Regency (Creswell & Creswell, 2018). The

survey design was selected because it allows researchers to collect quantitative data from respondents using standardized questionnaires and describe the characteristics of a population. The study was conducted at Trimurti 02 Wagir Junior High School, Malang Regency, during the 2025/2026 academic year. This research focused on describing students' levels of interest in participating in basketball extracurricular activities without manipulating any research variables.

2.2 Participants

The study involved students from Grades VII, VIII, and IX at Trimurti 02 Wagir Junior High School, Malang Regency, with a total population of 110 students. Using a simple random sampling technique, 60 students were selected, giving every student an equal opportunity to participate in the study (Creswell & Creswell, 2018). This approach was considered appropriate because it helped ensure that the sample adequately represented the overall student population. The data collected from these participants were then used to examine their interest in participating in basketball extracurricular activities.

2.3 Instruments

A questionnaire was used to measure students' interest in participating in basketball extracurricular activities. The questionnaire was developed based on the concept of students' interest as described by (Harackiewicz et al., 2016; Hidi & Renninger, 2006) **)**, while its questionnaire format and item construction were adapted from previous studies (Apriliyana & Gemael, 2021). It consisted of 20 statements related to students' interest in basketball extracurricular activities (Saepulloh et al., 2021). Responses were recorded using a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The questionnaire items are presented in Table 1.

Table 1.

Questionnaire on Students' Interest in Basketball Extracurricular Activities

No.	Questionnaire Item
1	I enjoy participating in basketball extracurricular activities.
2	I am always enthusiastic during basketball practice sessions.
3	I feel bored when participating in basketball activities.
4	I want to learn the basic skills of basketball.
5	I joined the basketball extracurricular activity because my friends invited me.
6	I want to improve my basketball playing skills.
7	I pay attention to the coach's instructions during practice sessions.
8	I often lose my concentration during basketball practice.
9	I actively ask questions when I do not understand the training materials.
10	I regularly attend basketball extracurricular practice sessions.
11	I am frequently absent from basketball practice sessions.
12	I participate in all school basketball activities.

13	I am highly motivated to participate in basketball practice.
14	I always try to perform at my best during basketball activities.
15	I only participate in the basketball extracurricular activity because I have to.
16	Playing basketball makes me feel more confident.
17	Basketball practice is too tiring, so I do not find it interesting.
18	I enjoy participating in basketball games or competitions.
19	I am willing to spend extra time attending additional basketball practice sessions.
20	I am less interested in basketball extracurricular activities than in other extracurricular activities.

2.4 Data Collection Procedures

Data were collected after permission to conduct the study had been obtained from the school. The questionnaire was distributed to 60 students selected through simple random sampling. Before completing the questionnaire, the students were informed about the purpose of the study and given instructions on how to respond to each statement. After all questionnaires were returned, the responses were compiled and prepared for descriptive statistical analysis.

2.5 Data Analysis

The data were analyzed using descriptive statistical analysis to determine the level of students' interest in participating in basketball extracurricular activities, following procedures commonly applied in descriptive survey research (Ganajati et al., 2024). Responses to the 20-item questionnaire were scored using a four-point Likert scale. The scores for each respondent were summed to obtain a total score and then converted into percentages using the following formula:

$$P = \frac{F}{N}\ x\ 100\%$$

Description:

• P = Percentage

• F = Frequency of answers or number of students in each category

• N = Total number of respondents

The percentage results were classified into four categories: very high, high, low, and very low. This classification was used to determine the overall level of students' interest in basketball extracurricular activities.

3. RESULTS

This study aimed to determine the level of students' interest in participating in basketball extracurricular activities at Trimurti 02 Wagir Junior High School, Malang. Data were collected from 60 students using a questionnaire consisting of 20 statements. The results of the descriptive analysis are presented in Table 2.

Table 2.

Summary of Students' Interest in Basketball Extracurricular Activities

Category	Frequency (n)	Percentage (%)
Very High	11	19
High	18	30
Low	19	31
Very Low	12	20
Total	**60**	**100**

The results show that students' interest in basketball extracurricular activities varied across the four categories. The largest group of respondents was classified as having low interest, while almost half of the students demonstrated high or very high interest. This pattern indicates that although basketball remains appealing to many students, interest in participating in extracurricular basketball activities has not yet developed consistently across the student population.

Overall, the results suggest that the level of students' interest in basketball extracurricular activities was generally low. These results provide an overview of students' current interest and may serve as a basis for evaluating and improving the implementation of basketball extracurricular programs at the school.

4. DISCUSSIONS

The purpose of this study was to determine the level of students' interest in participating in basketball extracurricular activities at SMP Trimurti 02 Wagir, Malang. The findings revealed variations in students' levels of interest. Of the 60 respondents, 11 students (19%) were classified as having very high interest, 18 students (30%) had high interest, 19 students (31%) had low interest, and 12 students (20%) had very low interest in participating in basketball extracurricular activities. These findings indicate that although a considerable proportion of students demonstrated positive interest in basketball, the largest percentage of respondents was found in the low-interest category (31%).

The dominance of the low-interest category suggests that students' participation in basketball extracurricular activities has not yet reached the expected level. Interest is recognized as one of the most important factors influencing students' willingness to participate in sports activities. Students with higher levels of interest are generally more motivated to attend training sessions, actively engage in practice activities, and strive to improve their skills. Conversely, students with low interest tend to demonstrate lower participation rates and reduced enthusiasm toward extracurricular sports programs.

The results of this study support the Four-Phase Model of Interest Development, which explains that students' interest develops gradually through continuous interaction with learning experiences and environmental support (Hidi & Renninger, 2006). According to this theory,

interest functions as an internal motivational factor that encourages students to become involved in activities voluntarily and consistently. In the context of extracurricular sports, students who possess strong interest are more likely to enjoy the training process, interact positively with peers, and maintain long-term participation. Therefore, fostering students' interest is crucial for ensuring the success and sustainability of extracurricular sports programs.

Several factors may explain the relatively low level of interest observed among some students. These factors include limited exposure to basketball activities, insufficient facilities and equipment, competing academic responsibilities, lack of family support, and students' preferences for other sports or recreational activities. In addition, the quality and attractiveness of training programs may influence students' willingness to participate. Extracurricular activities that are innovative, enjoyable, and adapted to students' developmental characteristics are more likely to stimulate interest and increase participation rates. Similar findings were reported by (Aoyagi et al., 2020), who found that students' motivation to participate in school-based extracurricular sports is influenced by personal, social, and environmental factors. Likewise, (Zhong et al., 2025) emphasized that support from both school and family plays an important role in fostering students' interest in sports participation.

On the other hand, the combined percentage of students in the high-interest and very high-interest categories reached 49%, indicating that nearly half of the respondents demonstrated a positive attitude toward basketball extracurricular activities. This finding suggests that basketball remains an attractive sport for many students and has the potential to be developed further within the school environment. Students who exhibit high levels of interest can serve as valuable assets for the development of school basketball programs and may contribute to improving school sports achievements. This finding is in line with (Zheng et al., 2025), who reported that students with stronger interest in sports are more likely to participate actively in extracurricular activities and demonstrate better school adjustment.

The results of this study are generally consistent with previous studies indicating that students' interest plays a significant role in determining participation in extracurricular sports activities. (Farb & Matjasko, 2012) explained that participation in school extracurricular activities contributes positively to students' academic and personal development when they demonstrate genuine interest in the activities. (B. Owen et al., 2014) also reported that higher motivation is associated with greater participation in physical activity among children and adolescents. Furthermore, meaningful experiences during sports participation encourage students to remain engaged and enjoy the learning process (Beni et al., 2017), while positive experiences in sports contribute to youth development and sustained participation (Holt et al., 2017). More recent studies have likewise emphasized that students' motivation and interest are important determinants of successful participation in extracurricular activities (Denault et al., 2022; Hao & Yang, 2022; Yeo et al., 2023). These discoveries reinforce the importance of creating enjoyable, supportive, and well-managed extracurricular basketball programs to increase students' participation.

The practical implication of this study is that school administrators, Physical Education teachers, and extracurricular coaches should collaborate to increase students' interest in basketball activities. Efforts to improve program quality, provide appropriate facilities, and develop enjoyable training experiences may contribute to enhancing students' motivation and participation. Schools may also organize basketball competitions and introduce more varied

training methods to create a more engaging extracurricular environment. By increasing students' interest, schools can maximize the educational benefits of extracurricular sports activities, including physical fitness development, social interaction, teamwork skills, and character building.

Compared with previous studies, which generally focused on the relationship between interest, motivation, and participation in extracurricular sports across broader educational settings, this study provides empirical evidence on the distribution of students' interest specifically in basketball extracurricular activities at SMP Trimurti 02 Wagir. The findings show that although nearly half of the students demonstrated high to very high interest, the largest proportion remained in the low-interest category. This result highlights the need for targeted school-based strategies to strengthen students' interest and participation in basketball extracurricular programs and provides practical evidence that may support the development of more effective extracurricular sports activities in similar school contexts.

5. CONCLUSIONS

The conclusions of this study indicate that students' interest in participating in basketball extracurricular activities at SMP Trimurti 02 Wagir was generally categorized as low. The level of interest was influenced by both internal and external factors. Internal factors included a lack of motivation, self-confidence, and personal interest in basketball, while external factors were related to the limited availability of sports facilities and infrastructure, insufficient variation in training activities, and a lack of support from the surrounding environment. Despite these challenges, a number of students proved a high level of interest in basketball, indicating that the extracurricular basketball program still has considerable potential for further development. Therefore, efforts should be directed toward improving sports facilities and infrastructure, designing more engaging and varied training programs, and providing continuous motivation to enhance student participation and foster greater interest in basketball extracurricular activities. Since this study was conducted only at SMP Trimurti 02 Wagir, Malang, the results should be interpreted within the context of the school. Future studies involving a larger number of schools and participants are expected to provide a broader understanding of students' interest in basketball extracurricular activities and identify other factors that may influence their participation.

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