



Analysis of Basketball Extracurricular Students Level of Interest in Terms of Intrinsic and Extrinsic Factors

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Abstrak

Penelitian mengenai minat siswa dalam mengikuti kegiatan ekstrakurikuler telah banyak dilakukan, namun bukti yang menganalisis secara bersamaan pengaruh faktor intrinsik dan ekstrinsik terhadap partisipasi siswa dalam ekstrakurikuler bola basket pada konteks sekolah tertentu masih terbatas. Penelitian ini bertujuan untuk menganalisis tingkat minat siswa dalam mengikuti kegiatan ekstrakurikuler bola basket di SMA Negeri 1 Gondang berdasarkan faktor intrinsik dan ekstrinsik serta mengkaji perbedaan minat berdasarkan gender. Penelitian ini menggunakan metode kuantitatif dengan pendekatan survei deskriptif yang melibatkan 25 siswa peserta aktif ekstrakurikuler bola basket yang dipilih menggunakan teknik total sampling. Pengumpulan data dilakukan menggunakan angket yang diadaptasi dari penelitian sebelumnya. Data dianalisis menggunakan statistik deskriptif, Independent Samples t-test, Repeated Measures ANOVA, dan uji lanjut Bonferroni. Hasil penelitian menunjukkan bahwa rata-rata minat siswa laki-laki ($M = 2,508$) lebih tinggi dibandingkan siswa perempuan ($M = 2,454$), namun tidak terdapat perbedaan yang signifikan berdasarkan gender ($p = 0,127$). Terdapat perbedaan yang signifikan pada faktor intrinsik ($F = 2,58$; $p = 0,011$), dengan faktor ketertarikan menjadi faktor yang paling dominan. Selain itu, terdapat perbedaan yang signifikan pada faktor ekstrinsik ($F = 61,80$; $p < 0,001$), di mana faktor lingkungan dan pelatih memberikan pengaruh paling kuat terhadap minat siswa. Menunjukkan bahwa peningkatan partisipasi siswa dalam kegiatan ekstrakurikuler bola basket memerlukan penguatan motivasi intrinsik yang didukung oleh lingkungan sekolah yang kondusif serta kualitas pembinaan yang efektif. Kebaruan penelitian ini terletak pada analisis secara simultan terhadap faktor intrinsik dan ekstrinsik serta perbandingan berdasarkan gender dalam minat siswa mengikuti ekstrakurikuler bola basket pada konteks sekolah menengah atas.

Kata Kunci: minat siswa, ekstrakurikuler bola basket, faktor intrinsik, faktor ekstrinsik, gender

Abstract

Although previous studies have investigated students' interest in sports extracurricular activities, limited evidence is available regarding the simultaneous influence of intrinsic and extrinsic factors on participation in basketball extracurricular programs within a specific school context. This study aims to analyze the level of student interest in participating in basketball extracurricular activities at SMA Negeri 1 Gondang based on intrinsic and extrinsic factors and to examine differences in interest based on gender. This study used a quantitative method with a descriptive survey approach involving 25 students who were active participants in the basketball extracurricular program, selected using total sampling. Data collection was conducted using a questionnaire adapted from previous research. Data were analyzed using descriptive statistics, the Independent Samples t-test, Repeated Measures ANOVA, and the Bonferroni post-hoc test. The results showed that the average level of interest among male students ($M = 2.508$) was higher than that of female students ($M = 2.454$); however, there was no significant difference based on gender ($p = 0.127$). There was a significant difference in the intrinsic factors ($F = 2.58$; $p = 0.011$), with the interest factor being the most dominant. Additionally, there was a significant difference in the extrinsic factors ($F = 61.80$; $p < 0.001$), where the environmental and coach factors had the strongest influence on students' interest. This study demonstrates that increasing student participation in basketball extracurricular activities requires strengthening intrinsic motivation, supported by a conducive school environment and effective coaching. The novelty of this study lies in

its simultaneous analysis of intrinsic and extrinsic factors, as well as a gender-based comparison of students' interest in participating in basketball extracurricular activities in the context of high school.

Keywords: *students' interest, basketball extracurricular activities, intrinsic factors, extrinsic factors, gender.*

INTRODUCTION

Physical activity plays an important role in supporting students' physical health and academic performance. The World Health Organization (WHO, 2020) emphasizes that regular physical activity contributes to healthy growth, cognitive development, and mental well-being among children and adolescents. Similarly, Lubans et al. (2016) reported that regular participation in physical activity improves cognitive performance, mental health, and academic outcomes in youth. Furthermore, UNESCO (2015) highlights that quality physical education should provide meaningful opportunities for students to develop lifelong participation in physical activity and sports, while Bailey (2006) argues that school-based physical education contributes not only to physical development but also to students' social, emotional, and personal development. Regular participation in physical activity can improve blood circulation, physical fitness, and cognitive function, particularly concentration and attention during the learning process (Sinaga, 2022). In line with this, Abdahardi (2023) reports that students who are physically active tend to have better focus and readiness to learn than students who are less physically active. In the context of education, one effective way to encourage physical activity among students is through extracurricular activities. Extracurricular activities serve to complement classroom learning by providing students with opportunities to develop physical, social, emotional, and cognitive competencies that may not be fully addressed in the formal curriculum (Budiman & Ruslan Rusmana, 2021). In addition, the importance of extracurricular activities has been officially recognized in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 62 of 2014, which states that they are an integral part of the educational process and must be facilitated by every educational institution.

Among the various extracurricular activities offered at the school, basketball is one of the most popular sports because it helps improve students' physical fitness, teamwork, discipline, and social interaction. Fredricks and Eccles (2006) explain that participation in extracurricular activities contributes positively to adolescents' academic engagement, social competence, and psychological development. However, the effectiveness and sustainability of the basketball extracurricular program depend heavily on the level of student interest in participating (Hidayat, 2026). Students' interest is closely linked to their attendance, commitment, enthusiasm, and active participation in practice sessions. Students with a high level of interest generally demonstrate greater discipline, motivation, and consistency in participating in extracurricular activities, whereas students with low interest tend to show limited participation and engagement (Khamim Hariyadi & Indhah Isti Dewi, 2024). Therefore, understanding the level of student interest is an important aspect in evaluating the effectiveness of extracurricular programs and serves as the basis for developing strategies to increase student participation.

Interest is defined as a psychological state characterized by focused attention, positive emotions, and increased engagement toward a particular object or activity (Hidi & Renninger, 2006). According to the Four-Phase Model of Interest Development, interest develops progressively from situational interest triggered by environmental stimuli into well-developed individual interest through repeated positive experiences. Therefore, creating enjoyable learning experiences and supportive sports environments is essential for fostering students' long-term interest in extracurricular activities.

Various previous studies have shown that students' interest in participating in extracurricular sports activities is influenced by both intrinsic and extrinsic factors. Intrinsic factors include personal motivation, enjoyment, interest, and individual preferences regarding sports activities, while extrinsic factors include environmental support, the availability of school facilities and infrastructure, the quality of coaching, parental support, and peer influence (Sulaidi et al., 2025). These two factors interact to shape students' desire to participate in and maintain their involvement in extracurricular activities. This relationship is supported by Self-Determination Theory, which explains that sustained participation is influenced by the interaction between intrinsic motivation, such as enjoyment and personal satisfaction, and extrinsic support from the surrounding environment (Deci & Ryan, 2000). Likewise, Eccles and Wigfield (2002) stated that students' participation in educational activities is influenced by their



motivational beliefs, task values, and expectations for success. Research conducted by Syariful Umam and Merlina Sari (2025) emphasizes that the success of extracurricular sports programs is greatly influenced by a school's ability to optimize both intrinsic and extrinsic factors affecting student participation. Thus, identifying the influence of these two factors is crucial for improving the quality and sustainability of extracurricular programs.

A number of studies have examined students' interest in participating in basketball extracurricular activities. Apriliyana and Gemaël (2021) found that students' interest in participating in basketball as an extracurricular activity is influenced by intrinsic and extrinsic factors, such as enjoyment, attention, family support, the quality of the coach, and the availability of sports facilities. Furthermore, Gani, Jupri, and Cahyono (2023) found that student interest in participating in the basketball extracurricular program at SMA Negeri 4 Balikpapan was in the "very high" category, with internal factors being the primary drivers of student participation. Another study by Prasetyo (2024) showed that students' interest in basketball as an extracurricular activity varies based on student characteristics, including grade level and gender. In addition, Arimbawa (2022) reported that students' motivation to participate in the basketball extracurricular program was in the "very high" category, influenced by intrinsic factors such as interest and engagement, as well as extrinsic factors such as the environment and supporting facilities. Although these studies have made valuable contributions to understanding the factors influencing students' interest in extracurricular sports activities, most were conducted in different school contexts and regions (Ganajati, Warthadi, & Nurhidayat, 2024).

Although research on students' interest in sports extracurricular activities continues to grow, to date, no study has specifically examined the level of interest among students participating in the basketball extracurricular program at SMA Negeri 1 Gondang. The lack of such empirical data creates a research gap that limits the information available to schools, coaches, and extracurricular activity advisors in formulating evidence-based program development strategies. The novelty of this study lies in its simultaneous analysis of intrinsic and extrinsic factors influencing students' interest in basketball extracurricular activities while also considering gender differences within the context of SMA Negeri 1 Gondang. This comprehensive approach is expected to provide a broader understanding of the factors shaping students' interest and to contribute empirical evidence for improving the management of basketball extracurricular programs at the senior high school level.

Taking into account the characteristics of SMA Negeri 1 Gondang and the importance of understanding the factors influencing student participation, this study aims to analyze the level of students' interest in participating in the basketball extracurricular program at SMA Negeri 1 Gondang, identify the dominant intrinsic and extrinsic factors influencing students' interest, and examine whether students' interest differs based on gender. The findings of this study are expected to provide empirical evidence for schools, coaches, and educational stakeholders to improve the quality of basketball extracurricular program management and to encourage sustained student participation.

METHOD

This study employed a quantitative cross-sectional survey design. This approach was chosen to analyze students' interest in participating in the basketball extracurricular program at SMA Negeri 1 Gondang. This study falls under a non-experimental design; therefore, no special treatment was administered to the research participants. Data were collected under natural conditions without any manipulation of the research variables (Amelia, Attalina, & Widiyono, 2022). Data collection was conducted at SMA Negeri 1 Gondang during the second semester of the 2025–2026 academic year. The participants in this study were students who actively participated in the basketball extracurricular program at SMA Negeri 1 Gondang. Total sampling was employed because the population size was relatively small, allowing all members of the population to be included in the study and providing more representative data (Choiri, 2025). The inclusion criteria were students who actively participated in basketball extracurricular activities and voluntarily agreed to participate in the study. The final sample

consisted of 25 students, comprising 12 male and 13 female students aged 15–17 years from Grades X and XI.

The research instrument used to collect data was a questionnaire adapted from Ayyubi (2017) to measure students' interest in participating in basketball extracurricular activities. The questionnaire consisted of indicators representing intrinsic and extrinsic factors influencing students' interest. Physical literacy was measured using the Perceived Physical Literacy Instrument (PPLI), which consists of 40 items. This instrument has good construct validity and high reliability, with a Cronbach's alpha of 0.735. *Perceived Physical Literacy* (PPLI) includes indicators of knowledge and understanding of physical activity, self-confidence and physical competence, and motivation to participate in physical activity.

Prior to data collection, permission to conduct the study was obtained from the principal of SMA Negeri 1 Gondang and the basketball extracurricular coach. Before completing the questionnaire, participants were informed about the objectives of the study, the procedures for completing the questionnaire, the confidentiality of the collected data, and their right to withdraw from the study at any time without any consequences. All participants voluntarily agreed to participate by providing informed consent. Data collection was conducted by distributing questionnaires directly to the research participants during basketball extracurricular sessions. Before completing the questionnaire, respondents were given instructions on how to complete the instrument and were asked to answer each statement honestly based on their own experiences and circumstances. The researcher remained available throughout the data collection process to provide clarification when necessary without influencing participants' responses. All completed questionnaires were checked for completeness before being entered into the database for statistical analysis.

The data were analyzed using IBM SPSS Statistics version 25. Descriptive statistics were used to describe students' interest levels. Prior to inferential analyses, the assumptions of normality and homogeneity of variance were examined using the Shapiro–Wilk test and Levene's test, respectively. Differences in students' interest based on gender were analyzed using the Independent Samples *t*-test, whereas differences among intrinsic and extrinsic factors were examined using Repeated Measures ANOVA followed by Bonferroni post hoc comparisons. Statistical significance was established at $p < 0.05$.

RESULT AND DISCUSSION

Research result

Tabel 1. *Descriptive Test*

	N	Minimum	Maximum	Mean	Std. Deviation
Female	13	1,8	2,9	2,454	0,3455
Male	12	2,4	3,0	2,508	0,1832

Based on the table above, the 13 female students had an average interest level of 2.454 with a standard deviation of 0.3455. Meanwhile, the 12 male students had an average interest level of 2.508 with a standard deviation of 0.1832. Based on the average scores, male students showed a slightly higher level of interest than female students. However, the difference was not significant, indicating that male and female students' interest in the basketball extracurricular activity is relatively similar. In addition, the standard deviation for male students was lower than for female students, indicating that male students' levels of interest were more consistent, whereas female students varied more widely. Overall, both groups showed strong interest in participating in the basketball extracurricular program at SMA Negeri 1 Gondang.

Tabel 2. *Results of the Independent Samples t-Test on Student Interest by Gender*

Variabel	P
Student Interests by Gender	0.127

Based on the table, a significance value of 0.127 ($p > 0.05$) was obtained. These results indicate that there is no significant difference in interest between male and female students in participating in basketball extracurricular activities. Thus, students' interest in basketball extracurricular activities tends to be relatively the same regardless of gender.



Tabel 3. *Intrinsic Factors*

	N	Minimum	Maximum	Mean	Std. Deviation
Female	13	0,6	3,7	2,364	0,9308
Male	12	1,0	4,0	2,730	1,0766

Based on the table above, the intrinsic factors among female students participating in the basketball extracurricular program had a mean score of 2.364, with a minimum of 0.6 and a maximum of 3.7. Meanwhile, male students had a mean score of 2.730, with a minimum score of 1.0 and a maximum score of 4.0. The results show that male students tend to have higher intrinsic factor scores than female students. In addition, the standard deviation for the female group (0.9308) is lower than that for the male group (1.0766). These findings indicate that the intrinsic factor scores among female students are more homogeneous, whereas male students exhibit greater variation in their scores. Nevertheless, the higher average score among male students suggests that intrinsic motivation—such as enjoyment, interest, and a desire to develop basketball skills—is more prevalent among them. Overall, the study's results indicate that intrinsic factors play a significant role in encouraging student participation in basketball extracurricular activities at SMA Negeri 1 Gondang, particularly among male students.

Tabel 4. *Descriptive Statistics on Student Interest Based on Intrinsic Factors*

Intrinsic Factors	N	Mean
Interest	25	3.68
Personality	25	2.72
Achievement	25	2.48
Willpower	25	2.40
Reaction	25	2.40
Health	25	2.40
Commitment	25	2.32
Physical	25	2.29
Self-Concept	25	2.24

Based on the descriptive analysis, the personal factor had the highest mean score ($M = 3.68$), while the physical factor had the lowest ($M = 2.24$). These findings indicate that students' motivation and personal characteristics are the dominant intrinsic factors shaping their interest in participating in basketball extracurricular activities. Conversely, physical factors have relatively less influence than other intrinsic factors.

Tabel 5. *Results of the Repeated Measures ANOVA for Intrinsic Factors*

	df	F	P
Faktor Intrinsik	8	2,58	0.011

The results of the repeated measures ANOVA showed a significant difference among the intrinsic factors ($F = 2.58$; $p = 0.011$). These findings indicate that not all intrinsic factors have the same level of influence on students' interest in participating in basketball extracurricular activities.

Tabel 6. *Results of the Bonferroni Post-hoc Test for Intrinsic Factors*

Comparison	Mean Difference	P
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Personal	Interests	1.280	0.022
Personal	Achievement	1.200	0.000
Personal	Willpower	1.280	0.011
Personal	Health	1.386	0.000
Personal	Physical	1.440	0.005

A Bonferroni post-hoc test was conducted. The test results showed that personal factors differed significantly from several other factors, namely interest ($p = 0.022$), need for achievement ($p < 0.001$), motivation ($p = 0.011$), health ($p < 0.001$), and physical condition ($p = 0.005$). No significant differences were found among the other pairs of intrinsic factors. These results confirm that personal factors are the most prominent among intrinsic factors in shaping students' interest in basketball as an extracurricular activity.

Tabel 3. *Extrinsic Factors*

	N	Minimum	Maximum	Mean	Std. Deviation
Female	13	0,00	3,7	1,933	1,7360
Male	12	0,00	4,0	2,334	1,6680

According to Table 3, the extrinsic factors for female students participating in the basketball extracurricular program had a mean score of 1.933, with a minimum of 0.00 and a maximum of 3.7. Meanwhile, male students had a mean score of 2.334, with a minimum score of 0.00 and a maximum score of 4.0. The higher average score among male students indicates that extrinsic factors have a greater influence on this group than on female students. In addition, the standard deviation for male students (1.6680) is lower than that for female students (1.7360). This indicates that the scores for extrinsic factors among male students are more evenly distributed, whereas among female students there is slightly greater variation. Overall, extrinsic factors encourage students to participate in basketball extracurricular activities at SMA Negeri 1 Gondang.

Tabel 7. *Descriptive Statistics on Student Interest Based on Extrinsic Factors*

Extrinsic Factors	N	Mean
Coach	25	3.28
Peers	25	1.92
Environment	25	3.52
Social Recognition	25	0.48

According to Table 4, the environmental factor received the highest average score of 3.52, followed by the coach factor at 3.28, the peer factor at 1.92, and the social recognition factor at 0.48. The results indicate that the environment and coaches are the most dominant external factors influencing students' interest in participating in basketball extracurricular activities. In contrast, social recognition has the least influence among extrinsic factors.

Tabel 8. *Results of the Repeated Measures ANOVA for Extrinsic Factors*

	df	F	P
Extrinsic Factors	2	61.8	0.000

The results of the repeated-measures ANOVA showed an F-value of 61.80 and a p-value < 0.001 . A p-value less than 0.05 indicates that there are significant differences among the extrinsic factors. Thus, environmental factors, coaches, peers, and social recognition contribute to varying degrees to students' interest in participating in basketball extracurricular activities.

Tabel 9. *Results of the Bonferroni Post-hoc Test for Extrinsic Factors*



Comparison		Mean Diference	P
Coach	Peers	1.360	0.000
Coach	Social Recognition	2.800	0.000
Peers	Environment	-1.600	0.000
Peers	Social Recognition	1.440	0.000
Environment	Social Recognition	3.040	0.000

A Bonferroni post-hoc test was conducted to identify pairs of extrinsic factors that showed significant differences. The results of the test indicated that the environmental factor differed significantly from the peer factor ($p < 0.001$) and the social recognition factor ($p < 0.001$). In addition, the coach factor differed significantly from the peer factor ($p < 0.001$) and the social recognition factor ($p < 0.001$). The peer factor showed a significant difference from the social recognition factor ($p < 0.001$). Meanwhile, no significant difference was found between the environmental factor and the coach factor ($p = 1.000$). These results confirm that the environmental and coach factors are extrinsic factors the most significant factor compared to other extrinsic factors in shaping students' interest in basketball extracurricular activities.

DISCUSSION

The findings of this study indicate that students' interest in participating in the basketball extracurricular program at SMA Negeri 1 Gondang was categorized as good for both male and female students. Although male students obtained a slightly higher mean score than female students, the Independent Samples *t*-test revealed no statistically significant difference based on gender ($p = 0.127$). This finding suggests that students' interest in basketball extracurricular activities is not primarily determined by gender but rather by their positive experiences, personal motivation, and opportunities to participate actively in the program. According to Eccles and Wigfield (2002), students' engagement in educational activities is strongly influenced by their motivational beliefs and the value they attach to an activity rather than demographic characteristics alone. Therefore, when both male and female students perceive basketball as meaningful, enjoyable, and beneficial for their personal development, differences in participation tend to diminish.

This finding is also supported by Self-Determination Theory proposed by Deci and Ryan (2000), which explains that students are more likely to demonstrate sustained participation when their psychological needs for autonomy, competence, and relatedness are fulfilled. In the context of basketball extracurricular activities, students are provided with opportunities to develop their skills, make decisions during practice, and interact with teammates and coaches in a supportive environment. These experiences may encourage both male and female students to participate with similar levels of enthusiasm, resulting in no significant gender differences. The present findings are consistent with Prasetyo (2024), who reported that students' interest in basketball extracurricular activities is influenced more by enjoyment, opportunities for skill development, and positive participation experiences than by gender differences. However, several previous studies have reported higher participation among male students because of social expectations and cultural perceptions regarding sports. The discrepancy between those studies and the present findings may be explained by differences in school environments, coaching strategies, and equal opportunities for participation. Consequently, this study contributes additional evidence that a supportive extracurricular environment can reduce gender disparities in students' interest in sports activities.

The results further revealed that students' overall interest in basketball extracurricular activities was categorized as good, indicating that basketball remains an attractive activity for students at SMA

Negeri 1 Gondang. This finding is in line with Gani (2023), who found that students' interest in basketball extracurricular activities was categorized as very high, with intrinsic factors acting as the primary drivers of participation. Similarly, Arimbawa (2022) reported that students' motivation to participate in basketball was largely influenced by enjoyment, personal interest, and opportunities to improve their playing abilities. Rather than merely confirming previous findings, the present study demonstrates that students' sustained participation is influenced by their ability to experience meaningful learning, enjoyment, and continuous skill development throughout extracurricular activities. These findings reinforce the argument that basketball extracurricular programs should not only focus on competitive achievement but also create learning environments that encourage students to enjoy the process of participation.

Regarding intrinsic factors, the results demonstrated significant differences among the intrinsic indicators ($F = 2.58$; $p = 0.011$), with interest obtaining the highest mean score. This finding indicates that students' personal interest in basketball is the primary reason for their participation in extracurricular activities. According to Hidi and Renninger (2006), interest develops through repeated positive experiences that gradually transform situational interest into a stable individual interest. Students who consistently experience enjoyment, achievement, and meaningful participation are therefore more likely to maintain long-term engagement in sports activities. This explanation is consistent with Deci and Ryan (2000), who argue that intrinsic motivation becomes stronger when individuals feel competent in performing an activity and perceive that participation is based on personal choice rather than external pressure. Consequently, students who enjoy basketball and perceive improvements in their skills tend to demonstrate greater commitment and persistence during extracurricular activities.

These findings are consistent with Apriliyana and Gemaël (2021), who reported that enjoyment, attention, and personal interest significantly influence students' willingness to participate in basketball extracurricular activities. Likewise, Lestari, Muslihin, and Suryana (2019) explained that students' desire to develop their abilities and achieve success contributes substantially to their interest in school sports programs. The present findings therefore suggest that increasing students' interest requires more than providing adequate facilities. Schools and coaches should design learning experiences that are enjoyable, appropriately challenging, and capable of enhancing students' confidence and sense of competence, thereby encouraging long-term participation in basketball extracurricular activities.

Regarding extrinsic factors, this study revealed significant differences among the extrinsic indicators ($F = 61.80$; $p < 0.001$), with environmental support and the coach emerging as the most influential factors compared with peer support and social recognition. This finding indicates that students' interest in participating in basketball extracurricular activities is strongly influenced by the quality of the learning environment and the guidance they receive during training sessions. A supportive environment provides students with opportunities to interact positively, develop their skills, and experience a sense of belonging within the team. According to Deci and Ryan (2000), external environments that satisfy individuals' needs for competence, autonomy, and relatedness are more likely to foster autonomous motivation and sustain long-term participation. Therefore, coaches who provide constructive feedback, encourage active participation, and create positive interactions among team members play a crucial role in maintaining students' interest in basketball extracurricular activities.

The dominant influence of environmental and coaching factors is also consistent with the educational perspective proposed by Bailey (2006), who argued that school-based physical education and sports programs should promote not only physical competence but also social interaction, confidence, and personal development. Similarly, Fredricks and Eccles (2006) emphasized that participation in extracurricular activities contributes positively to adolescents' academic engagement, social competence, and psychological development when students experience supportive relationships within the activity. In the present study, environmental support and coaching appear to create positive learning experiences that strengthen students' willingness to participate consistently. These findings



suggest that successful extracurricular programs depend not only on students' internal motivation but also on the school's capacity to provide a safe, inclusive, and motivating learning environment.

The present findings are in agreement with Apriliyana and Gemaël (2021), who reported that coach support, school facilities, and a conducive training environment significantly contribute to students' interest in basketball extracurricular activities. Likewise, Sulaidi et al. (2025) explained that environmental support, sports facilities, and coaching quality are important determinants of students' participation in school sports programs. Nevertheless, the current study extends previous findings by demonstrating that, among several external factors, environmental conditions and coaching have a stronger influence than peer support and social recognition. This result suggests that improving the quality of coaching and creating a positive training atmosphere may have a greater impact on sustaining students' interest than relying solely on external rewards or recognition.

Overall, the findings demonstrate that students' interest in participating in basketball extracurricular activities is shaped by the interaction between intrinsic and extrinsic factors. Personal interest serves as the primary foundation for students' willingness to participate, whereas environmental support and the coach's role reinforce and sustain that interest over time. This interaction is consistent with Self-Determination Theory (Deci & Ryan, 2000), which explains that optimal motivation develops when personal motivation is supported by an environment that fulfills individuals' basic psychological needs. Therefore, efforts to improve students' participation should focus not only on enhancing individual motivation but also on developing extracurricular programs that provide enjoyable learning experiences, supportive interpersonal relationships, and opportunities for continuous skill development.

The findings of this study also provide practical implications for schools, coaches, and extracurricular program coordinators. Schools should ensure the availability of adequate sports facilities and establish policies that support the continuity of extracurricular activities. Coaches are encouraged to implement student-centered training strategies by providing constructive feedback, creating engaging practice sessions, and encouraging active participation among all students regardless of gender. In addition, extracurricular coordinators should regularly evaluate students' interests and training experiences to identify aspects of the program that require improvement. Through these collaborative efforts, basketball extracurricular activities can become more effective in promoting students' physical development, social interaction, and long-term participation in sports.

This study has several limitations that should be considered when interpreting the findings. First, the study was conducted in only one senior high school, which may limit the generalizability of the findings to other educational settings. Second, the relatively small sample size reflects the total number of students participating in the basketball extracurricular program; therefore, caution should be exercised when generalizing the results to larger populations. Third, the cross-sectional design only describes students' interest at a single point in time and does not capture changes in motivation or participation over time. Finally, the study relied on self-reported questionnaire data, which may be influenced by respondents' subjective perceptions and social desirability bias.

Future studies are recommended to involve participants from multiple schools with larger sample sizes to improve the generalizability of the findings. Longitudinal or mixed-methods approaches are also recommended to provide a more comprehensive understanding of how students' interest develops over time and how intrinsic and extrinsic factors interact in shaping participation in extracurricular sports activities.

CONCLUSION

This study concludes that students' interest in participating in the basketball extracurricular program at SMA Negeri 1 Gondang was generally categorized as good, with no significant difference between male and female students. The findings indicate that among the intrinsic factors, personal interest was the strongest determinant of students' participation, whereas among the extrinsic factors, the training environment and the coach's role exerted the greatest influence on students' interest. These findings suggest that students' participation in basketball extracurricular activities is primarily supported by their personal interest, which is further strengthened by a positive learning environment and effective coaching. The present study contributes to the existing literature by providing empirical evidence that both intrinsic and extrinsic factors should be considered simultaneously when evaluating students' interest in school-based basketball extracurricular programs. This finding expands current understanding of student motivation by demonstrating the relative importance of personal interest, environmental support, and coaching quality within the context of senior high school extracurricular sports. This study was limited to students from one senior high school and employed a cross-sectional survey design using self-reported questionnaire data. Therefore, future studies are encouraged to include participants from multiple schools with larger sample sizes and to employ longitudinal or mixed-methods approaches to provide a more comprehensive understanding of the factors influencing students' interest in extracurricular sports participation.

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