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The Relationship Between Interest in Playing Football and Active Participation in Physical Education Learning at Sambung Jawa Complex Public Elementary School

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Abstract. This study aims to determine the relationship between interest in playing soccer and active participation of students in physical education classes at SD Negeri Kompleks Sambung Jawa. The study used a quantitative correlational approach with purposive sampling. The sample consisted of 60 fifth and sixth grade students. Data were collected through a soccer interest questionnaire and an active participation observation sheet, analyzed using Pearson Product Moment correlation test. The results showed that 70% of students had a high interest in soccer and 65% demonstrated active participation in PJOK. The correlation analysis yielded a value of $r = 0.64$ with $p = 0.000$, indicating a positive and significant relationship between the two variables. Interest in playing soccer was proven to positively contribute to students' active participation levels in PJOK. The implications of these results highlight the importance of an interest-based learning approach in physical education at the elementary school level.

Keywords: Football, Physical Education, Sambung Jawa

1 Introduction

Physical Education, Sports, and Health (PJOK) is one of the important subjects in the elementary school curriculum that aims to develop students' physical, mental, and social aspects in an integrated and balanced manner. PJOK not only teaches motor skills but also values such as sportsmanship, cooperation, discipline, and a healthy lifestyle. However, in its implementation at the elementary school level, PJOK often faces challenges such as low student participation, both due to internal factors like motivation and interest, as well as external factors like teaching methods and availability of facilities.

At SD Negeri Kompleks Sambung Jawa, a public elementary school located in an urban area with diverse socio-economic backgrounds, PJOK remains one of the subjects most enjoyed by students. Nevertheless, based on initial observations and informal discussions with PE teachers, there were variations in student participation levels in each session. Some students appeared very enthusiastic and active, especially when the material was related to games such

as soccer, while others appeared passive or unengaged when the material did not match their interests.

Interest is an important psychological factor that influences student learning behavior and engagement. According to Slameto (2010), interest is a persistent tendency to pay attention to and enjoy an activity. Students who have a high interest in a particular field or activity will find it easier to actively engage in learning. In the context of physical education, students who have a high interest in certain physical activities, such as soccer, tend to participate more actively in learning activities related to that sport.

Soccer, as one of the most popular sports in Indonesia, including among elementary school children, has great potential to increase students' active participation in PJOK learning. This is in line with the intrinsic motivation theory of Deci and Ryan (2000) within the framework of Self-Determination Theory (SDT), which states that activities that align with individual interests and enjoyment can increase intrinsic motivation, which ultimately drives active engagement. Soccer not only offers physical activity but also enjoyable gameplay, healthy competition, and high opportunities for social interaction.

Furthermore, learning that is relevant to students' interests is believed to enhance teaching effectiveness. According to the Interest-Driven Learning theory, interest can drive deeper learning because students become more focused, have a greater sense of curiosity, and are less likely to become bored. Therefore, PJOK learning that utilizes soccer as a medium not only impacts students' motor skills but also strengthens participation, attendance, and learning outcomes.

The sports field conditions available at SD Negeri Kompleks Sambung Jawa are also relatively adequate for soccer activities. The school has an open field that is often used for various student sports activities, especially during PE lessons and extracurricular activities. However, there has not been much research that specifically measures how interest in soccer can be a predictor of students' active participation in PE lessons quantitatively. Therefore, it is important to conduct scientific research that can provide an empirical basis for PE teachers to develop interest-based learning strategies.

Based on the above, this study aims to investigate the relationship between interest in playing soccer and active participation in physical education at SD Negeri Kompleks Sambung Jawa. This study is expected to contribute theoretically to physical education research and serve as a practical guide for educators in developing more engaging, effective, and student-centered teaching approaches.

2 Method

This study uses a quantitative correlational approach, which aims to determine whether there is a relationship between two variables, in this case between interest in playing soccer (variable X) and active participation in physical education (variable Y). This approach is in line with Creswell's (2012) statement that correlational research is used to describe and measure the level of association between two or more variables in a population. This design was used because the researcher did not intend to influence the variables but rather to observe the natural relationships that occur in the school environment.

The population in this study was all fifth and sixth grade students at SD Negeri Kompleks Sambung Jawa, totaling 72 students. The research sample consisted of 60 students using purposive sampling, which is the selection of samples based on certain criteria considered relevant to the research objectives, namely students who actively participate in physical education lessons and have experience playing soccer both at school and outside school. The use of this technique allows researchers to obtain data that is more representative of the phenomenon being studied.

The research instrument consisted of two parts. First, a questionnaire on interest in playing soccer, developed based on Slameto's (2010) theory of interest, which includes three aspects: cognitive (knowledge and understanding of soccer), affective (feelings of liking or disliking soccer), and conative (desire or tendency to act to play soccer). The questionnaire consists of 15 items with a Likert scale of 1–5. Second, an active participation observation sheet, developed based on indicators from Davis's (1969) participation theory, namely physical participation (involvement in movements and physical activities), mental participation (attention and understanding of the teacher's instructions), and emotional participation (enthusiasm and positive attitudes during PJOK activities). The validity and reliability of the instruments were tested beforehand before being used for data collection.

3 Result

This study aims to determine the relationship between interest in playing football and students' active participation in PJOK learning at SD Negeri Kompleks Sambung Jawa. Data were obtained from 60 students in grades V and VI through questionnaires and observations, then analyzed descriptively and inferentially.

Interest Levels in Playing Football

The results of the measurement of interest in playing football show that the majority of students are in the category of high and very high interest, as follows:

Table 1. Categorization of interest in playing football

Category	Score Range	Frequency	Percentage (%)
Very high	66-77	18	30
Tall	56-65	24	40
Currently	46-55	12	20
Redah	36-45	6	10
Very Low	<36	0	0
Total		60	100

From the table, it can be concluded that as many as 42 students (70%) have a high to very high interest in football. This shows that football is a popular sport and is in demand by most of the students in this school.

Active Participation Rate in PJOK Learning

Observations of students' active participation in PJOK learning also showed a positive trend. Observation activities include the physical, mental, and emotional involvement of students during PJOK lessons, as follows

Table 2. Categorization of active participation in PJOK learning

Category	Score Range	Frequency	Percentage (%)
Very high	61–70	20	33,3
Tall	51–60	19	31,7
Currently	41–50	13	21,7
Redah	31–40	8	13,3
Very Low	<30	0	0
Total		60	100

Most students (39 students or 65%) showed active to very active participation in PJOK learning. This indicates that most students are optimally engaged in physical learning activities.

Pearson Correlation Test Results

To determine the relationship between interest in playing football and active participation in PJOK, a Pearson Product Moment correlation test was conducted. The results of the analysis are shown in the following table:

Variabel	Correlation Coefficient (r)	Significance (p-value)
Interest in playing football – Active participation in PJOK	0,64	0,000

A value of $r = 0.64$ indicates a strong positive relationship between interest in playing football and active participation. The value of $p = 0.000 < 0.05$ indicates that the relationship is statistically significant

Judging from the results obtained, this makes it clear that students who have a high interest in football tend to be more active in participating in PJOK learning. Strong positive correlations support the hypothesis that interest in a particular sport can increase student engagement in learning. In other words, an interest-based approach (especially a popular sport such as football) can be used as a strategy to increase student participation in PJOK learning

4 Discussion

The results of this study significantly indicate that there is a positive and strong relationship between interest in playing soccer and students' active participation in physical education classes at SD Negeri Kompleks Sambung Jawa. The correlation coefficient of $r = 0.64$ with significance $p = 0.000$ indicates that students who have a high interest in soccer tend to be more active in physical education activities. This finding reinforces the theory that interest, as one of the affective aspects, plays an important role in shaping students' learning behavior, especially in activity-based subjects such as PE.

Psychologically, interest acts as an internal motivator that drives individuals to actively engage in an activity. Schiefele (2017) explains that interest is not merely a feeling of liking, but also involves cognitive tendencies that drive a person to continue to engage and explore. In the context of this study, students who have an interest in soccer show greater enthusiasm in undergoing PJOK learning, especially when the material presented is related to soccer or similar activities.

Furthermore, these results also support the theory of intrinsic motivation within the framework of Self-Determination Theory (Ryan & Deci, 2017), which emphasizes that activities carried out based on personal interest will result in stronger motivation and deeper involvement. Interest in soccer gives students a sense of joy, challenge, and opportunity to express themselves physically, which in turn encourages them to be more physically, mentally, and emotionally active in PJOK lessons.

Pedagogically, these results indicate that teachers have an important role in integrating student interest-based learning approaches. Chen et al. (2020) state that active participation in physical learning can be increased by creating a learning atmosphere that is enjoyable and relevant to students' preferences. In this case, the use of soccer games that are familiar and popular among students became an effective medium in increasing their learning activity. PE teachers who are able to design contextual interest-based learning will facilitate more meaningful learning.

Environmental aspects also play a supporting role in the success of active student participation. Adequate field facilities at SD Negeri Kompleks Sambung Jawa and the interactive approach of physical education teachers also influence student participation. According to Bandura's social learning theory (2016), interaction between individuals and their environment significantly determines learning behavior. Students in an environment that supports their interests and needs will be more motivated to participate actively.

Student involvement in PE learning observed in this study includes physical dimensions (e.g., running, dribbling), mental dimensions (understanding game strategies, following instructions), and emotional dimensions (showing enthusiasm and excitement). This is in line with the views of Bailey et al. (2015), who noted that active participation in physical education is not only motor-based but also involves cognitive and affective processes that contribute to a holistic learning experience. Therefore, interest in soccer not only increases students' physical presence but also strengthens their understanding and attitudes toward physical education learning. This aligns with the findings of Irvan et al. (2024), which showed that structured and enjoyable physical training programs such as Combined Circuit Tabata Training can significantly increase motivation, enthusiasm, and participation among young athletes. This reinforces that physical education designed in an engaging manner and aligned with students' interests can enhance involvement and learning performance. Therefore, an interest-based approach—in this case through soccer—has proven effective in creating active, enjoyable, and meaningful physical education learning.

Finally, the findings of this study provide practical recommendations for teachers and schools to adopt an approach that accommodates students' interests. This approach can be developed into an adaptive learning model in physical education that combines various types of games preferred by students to optimize active participation and character development through sports. Furthermore, Kirk & Haerens (2021) emphasize that the success of physical education in the 21st century heavily depends on teachers' ability to design inclusive, relevant, and interest-based teaching strategies.

5 Conclusion

Based on the results of research at SD Negeri Kompleks Sambung Jawa, it can be concluded that there is a positive and significant relationship between interest in playing football and students' active participation in PJOK learning. Students who have a high interest in football tend to be more physically active, mentally, and emotionally during learning activities. This is supported by the Pearson correlation value of $r = 0.64$ with a significance of $p = 0.000$, which suggests that interest is an important factor in driving student engagement. These findings confirm the importance of implementing interest-based learning in PJOK, especially through the integration of sports of interest such as football. Therefore, teachers and schools are advised to design learning strategies that are relevant to students' interests and provide facilities that support sports activities to improve participation and overall quality of physical learning.

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