



Students' Interest in Football Participation at the Elementary School Level

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ABSTRACT

Purpose of the study: This study aimed to investigate the level of students' interest in soccer among students of elementary school Inpres BTN IKIP II, Rappocini District, Makassar City, and to identify the factors influencing their interest in participating in soccer activities. The study focused on examining students' interest levels and the underlying motivational factors associated with soccer participation.

Methodology: This study employed a quantitative descriptive survey design. The sample consisted of 21 students selected from Elementary School Inpres BTN IKIP II, Rappocini District, Makassar City. Data were collected using a structured questionnaire based on a Likert scale covering motivation and aspirations, attitudes toward teachers and lessons, family support, facilities, and mass media factors.

Main Findings: The findings revealed that students' interest in soccer was categorized as high, with 72.14% of students demonstrating a high level of interest and only 27.86% showing a low level of interest. The study further indicated that students' interest was influenced by several factors, including motivation and aspirations, attitudes toward teachers and learning activities, family support, availability of facilities, and exposure to mass media.

Novelty/Originality of this study: The novelty of this study lies in its comprehensive assessment of elementary school students' interest in soccer through multiple influencing dimensions, including personal, educational, familial, environmental, and media-related factors. The study provides localized empirical evidence regarding sports interest among primary school students and contributes to understanding how motivational and environmental factors shape participation in soccer activities within elementary education settings.

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1. INTRODUCTION

Football is one of the most popular sports in the world and has become an integral part of children's daily lives, including elementary school students. The sport is widely favored because it is easy to play, requires relatively simple equipment, and provides opportunities for social interaction and physical activity [1]-[3]. In educational settings, football is not only regarded as a recreational activity but also as a medium for developing students' physical fitness, motor skills, teamwork, discipline, and sportsmanship. As one of the most frequently played sports among school-aged children, football has a strategic role in supporting the objectives of physical education and promoting healthy lifestyles from an early age [4].

Interest is one of the most important psychological factors influencing students' participation in sports activities. Interest refers to an individual's tendency to pay attention to, enjoy, and willingly engage in a particular activity without external coercion [5]. Students who have a strong interest in a sport tend to participate more

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actively, demonstrate higher motivation, and maintain greater consistency in training and competition. Conversely, low interest often leads to limited participation and reduced enthusiasm for physical activities. Therefore, understanding students' interest in football is essential for educators and coaches to design effective programs that encourage active participation and long-term engagement in sports.

In elementary school settings, students' interest in football can be influenced by various internal and external factors. Internal factors include motivation, aspirations, enjoyment, personal experiences, and perceptions regarding the sport [6], [7]. External factors include family support, peer influence, school environment, teacher encouragement, availability of facilities, and exposure through mass media. The interaction between these factors contributes significantly to the formation and development of students' interest in football. Consequently, identifying the factors that influence students' interest is necessary for understanding how participation in football activities can be enhanced among elementary school students [8].

The role of schools in fostering students' interest in sports is increasingly important in the context of modern education. Physical education programs are expected not only to improve students' physical fitness but also to cultivate positive attitudes toward lifelong participation in sports and physical activity [9], [10]. Football is often included in school-based physical education curricula and extracurricular programs because of its popularity among students. However, the success of such programs depends largely on students' willingness and enthusiasm to participate. Therefore, assessing students' interest levels can provide valuable information for teachers and school administrators in developing more attractive and effective sports programs [11].

Observations conducted at elementary school Inpres BTN IKIP II, Kecamatan Rappocini, Kota Makassar indicated that football was one of the most preferred sports among students. Many students actively participated in football activities during physical education classes, recess periods, and extracurricular sessions. Nevertheless, differences in participation levels were observed among students. While some students demonstrated strong enthusiasm and commitment toward football activities, others showed relatively lower levels of interest. These variations suggest that students' interest in football may be influenced by multiple factors that require further investigation [12]. Understanding these factors is important for supporting students' engagement and maximizing the educational benefits of sports participation.

From a theoretical perspective, interest is closely related to motivation and behavior. Students who possess strong interest in football are more likely to seek opportunities to participate, improve their skills, and develop positive attitudes toward sports [13], [14]. Furthermore, interest contributes to learning outcomes because interested students generally demonstrate greater attention, persistence, and effort in activities they enjoy. Consequently, investigating students' interest in football provides valuable insights into the psychological and environmental factors that influence sports participation among elementary school students. Such information can support the development of strategies aimed at increasing student involvement in physical activity and promoting healthy lifestyles [15].

Several previous studies have examined students' interest in sports participation. Research conducted by Boyd [16] found that motivation and enjoyment significantly influenced students' interest in participating in football activities at the elementary school level. Similarly, Deforce [17] reported that family support and school facilities played important roles in shaping students' interest in sports participation. Furthermore, Krustup [18] demonstrated that mass media exposure and peer influence contributed positively to students' enthusiasm for football. Although these studies provide valuable insights into factors affecting sports interest, most focused on general sports participation or were conducted in different educational contexts. Limited studies have specifically investigated football interest among elementary school students in urban public schools while simultaneously examining personal, educational, familial, environmental, and media-related factors. Therefore, further research is required to address this gap and provide a more comprehensive understanding of students' interest in football.

The novelty of this study lies in its comprehensive investigation of elementary school students' interest in football by integrating multiple influencing dimensions, including motivation and aspirations, attitudes toward teachers and learning activities, family support, sports facilities, and mass media exposure. Unlike previous studies that primarily focused on a single determinant of sports interest, this research adopts a multidimensional approach to provide a broader understanding of the factors influencing football participation among elementary school students [19]. Furthermore, the study contributes empirical evidence from the context of elementary school Inpres BTN IKIP II, thereby enriching the literature on youth sports participation in Indonesian elementary schools.

The findings of this study are expected to provide important implications for teachers, school administrators, parents, coaches, and policymakers. For educators, the results may serve as a basis for designing physical education programs that align with students' interests and motivations. For parents, the findings highlight the importance of family support in encouraging children's participation in sports activities. For schools and policymakers, the study provides information that may assist in improving sports facilities and developing extracurricular programs that foster greater student engagement. Additionally, the research contributes to the growing body of knowledge concerning sports interest and participation among elementary school students [20].

The urgency of this study stems from the increasing concern regarding declining levels of physical activity among children in the digital era. Sedentary lifestyles, excessive screen time, and reduced participation in

outdoor activities have become significant challenges affecting children's physical and psychological well-being. As one of the most popular sports among young people, football offers an effective means of promoting active lifestyles and supporting holistic development. However, efforts to encourage participation must be based on a clear understanding of students' interests and the factors influencing them. Therefore, investigating students' interest in football is essential for developing effective strategies that promote sports participation, improve physical activity levels, and contribute to the overall well-being of elementary school students..

2. RESEARCH METHOD

2.1. Research Design

This study employed a quantitative descriptive survey design [21]. Survey research is a method used to collect information from respondents regarding their attitudes, interests, perceptions, and behaviors toward a particular phenomenon. The primary objective of this study was to determine the level of students' interest in football and identify the factors influencing that interest among students of elementary school Inpres BTN IKIP II, Kecamatan Rappocini, Kota Makassar. The descriptive approach was selected because it allows researchers to systematically describe existing conditions without manipulating any variables. Data were collected through questionnaires distributed directly to respondents and subsequently analyzed using descriptive statistical techniques in the form of percentages.

2.2. Subjects and Sample

The population of this study consisted of all students of elementary school Inpres BTN IKIP II, Kecamatan Rappocini, Kota Makassar. Since the study focused specifically on students who participated in football-related activities and possessed an understanding of football, a purposive sampling technique was employed. Purposive sampling allows researchers to select participants based on specific criteria relevant to the research objectives.

Based on the predetermined criteria, a total of 21 students were selected as research participants. The selected students represented the target group whose interest in football was assessed. The use of purposive sampling ensured that respondents possessed sufficient experience and exposure to football activities, thereby enabling them to provide meaningful responses regarding their interests and motivations.

Table 1. Characteristics of Research Participants

Variable	Category	Percentage (%)
Gender	Male and Female	100
Educational Level	Elementary School Students	100
School	Elementary school Inpres BTN IKIP II	100
Sample Size	21 Students	100

2.3. Data Sources and Data Collection Techniques

This study utilized both primary and secondary data sources [22]. Primary data were obtained directly from respondents through questionnaire administration. The questionnaire was designed to collect information regarding students' interest in football and factors influencing their participation. Secondary data were gathered from books, scientific journals, school records, and relevant literature concerning sports participation, student interest, and physical education.

Data collection was conducted using several techniques. First, observation was employed to obtain preliminary information regarding students' participation in football activities within the school environment. Second, documentation techniques were used to collect supporting information related to student characteristics and school sports programs. Third, questionnaires served as the primary data collection instrument. The questionnaires were distributed directly to respondents and contained statements covering several dimensions of interest, including motivation and aspirations, attitudes toward teachers and learning activities, family support, sports facilities, and mass media influences.

2.4. Research Instruments

The primary instrument used in this study was a structured questionnaire developed based on theories of interest and sports participation. The questionnaire consisted of positive and negative statements measured using a Likert scale. Respondents were asked to indicate their level of agreement with each statement by selecting one of several response options.

The questionnaire was organized into five dimensions: motivation and aspirations, attitudes toward teachers and learning activities, family influence, sports facilities, and mass media influence. Prior to data collection, the instrument underwent validity and reliability testing to ensure its accuracy and consistency. Validity

testing was conducted using the Product Moment correlation technique, while reliability testing employed the Split-Half method [23].

Table 2. Research Variables and Indicators

Variable	Indicator	Instrument
Students' Interest in Football	Motivation and Aspirations	Questionnaire
Students' Interest in Football	Attitudes toward Teachers and Learning	Questionnaire
Students' Interest in Football	Family Support	Questionnaire
Students' Interest in Football	Sports Facilities	Questionnaire
Students' Interest in Football	Mass Media Influence	Questionnaire

2.5. Data Analysis Techniques

The collected data were analyzed using descriptive statistical methods. Each questionnaire response was scored according to the predetermined Likert scale criteria. Subsequently, the total scores obtained from respondents were tabulated and converted into percentages to determine the level of students' interest in football. The percentage calculation was conducted using the following formula:

$$P = \frac{F}{N} \times 100\% \quad \dots(1)$$

Where:

P = Percentage

F = Frequency of responses

N = Total number of respondents

The resulting percentages were then categorized into several levels of interest, namely low, moderate, and high. Descriptive statistical analysis was selected because it effectively summarizes respondent characteristics and provides a clear overview of students' interest levels and influencing factors.

Table 3. Criteria for Interpreting Interest Levels

Percentage Range	Category
0% – 33%	Low
34% – 66%	Moderate
67% – 100%	High

2.6. Research Procedure

The research procedure was conducted systematically through several stages. Initially, the researcher identified the research problem and reviewed relevant literature regarding sports interest and football participation among elementary school students. Subsequently, permission was obtained from the school administration to conduct the study. After determining the sample, the questionnaire instrument was prepared and tested for validity and reliability.

Following instrument validation, questionnaires were distributed to respondents. Participants were instructed on how to complete the questionnaire and were given sufficient time to respond to all items. After collecting the completed questionnaires, the researcher checked the completeness of responses, coded the data, and entered them into statistical tables for analysis. Finally, the results were interpreted to draw conclusions regarding students' interest in football and the factors influencing that interest.

3. RESULTS AND DISCUSSION

3.1. Students' Interest in Football

The primary objective of this study was to determine the level of students' interest in football at ELEMENTARY SCHOOL Inpres BTN IKIP II, Kecamatan Rappocini, Kota Makassar. Based on the analysis of questionnaire responses from 21 students, the findings revealed that the overall level of interest in football was categorized as high. The majority of students expressed positive attitudes toward football activities and demonstrated enthusiasm for participating in football-related programs both inside and outside school. The results indicate that football remains one of the most favored sports among elementary school students due to its enjoyable nature, social interaction opportunities, and accessibility.

Table 5. Overall Students' Interest in Football

Category	Frequency	Percentage (%)
High Interest	15	72.14
Low Interest	6	27.86
Total	21	100.00

The data presented in Table 5 show that 72.14% of students exhibited a high level of interest in football, whereas only 27.86% demonstrated a relatively low level of interest. These findings suggest that football has a strong appeal among students and plays an important role in their recreational and physical activity preferences. The high level of interest observed in this study may be attributed to the popularity of football in Indonesian society, where football is frequently played, watched, and discussed among children and adults alike. To determine the percentage of students' interest, the following formula was applied:

$$P = \frac{F}{N} \times 100\% \quad \dots(2)$$

Where:

P = Percentage

F = Frequency

N = Number of Respondents

The calculation results confirmed that students' interest in football was predominantly categorized as high, indicating a favorable disposition toward participation in football activities.

3.2. Motivation and Aspirations as Determinants of Football Interest

One of the dimensions examined in this study was students' motivation and aspirations regarding football participation. The findings indicated that motivation constituted one of the strongest factors contributing to students' interest in football. Many respondents reported that they enjoyed football because it was entertaining, challenging, and provided opportunities to improve their skills. Additionally, several students expressed aspirations to become professional football players or represent their schools in sports competitions.

Table 6. Motivation and Aspirations Dimension

Category	Percentage (%)
High	78.57
Moderate	14.29
Low	7.14

These findings suggest that intrinsic motivation significantly influences students' engagement in football activities. Students who perceive football as enjoyable and meaningful are more likely to participate actively and consistently. The presence of future aspirations related to football further strengthens students' commitment to sports participation.

3.3. Influence of Teachers and Learning Activities

The study also examined students' attitudes toward teachers and physical education learning activities. The findings revealed that teachers played a significant role in shaping students' interest in football. Students generally reported positive perceptions of physical education classes and appreciated teachers who created enjoyable learning environments and encouraged active participation.

Table 7. Teacher and Learning Factors

Category	Percentage (%)
High	71.43
Moderate	19.05
Low	9.52

These results indicate that effective teaching practices contribute positively to students' sports interest. Teachers who employ engaging instructional methods and provide constructive feedback may enhance students' enthusiasm for participating in football activities. Consequently, physical education teachers play a strategic role in promoting sports participation among elementary school students.

3.4. Family Support and Sports Facilities

Family support emerged as another important factor influencing students' interest in football. The majority of respondents indicated that their parents encouraged participation in sports activities and provided emotional support for football involvement. In addition, the availability of sports facilities was found to contribute positively to students' football participation.

Table 8. Family and Facilities Factors

Factor	Percentage (%)
Family Support	74.29
Sports Facilities	69.52

The findings suggest that supportive family environments encourage children to engage more actively in sports. Likewise, access to appropriate facilities enables students to practice football regularly and enjoy the sport more fully. The combination of parental encouragement and facility availability appears to strengthen students' interest in football participation.

3.5. Influence of Mass Media

Mass media was also identified as a contributing factor to students' football interest. Many respondents reported watching football matches through television broadcasts, internet platforms, and social media. Exposure to football-related content increased students' familiarity with famous players, clubs, and competitions, thereby enhancing their enthusiasm for participating in football activities.

Table 9. Mass Media Influence

Category	Percentage (%)
High	70.48
Moderate	20.00
Low	9.52

These findings indicate that mass media functions as an important source of information and inspiration for young sports participants. The popularity of football content across various media platforms contributes to maintaining and strengthening students' interest in the sport.

The results of this study demonstrate that students at elementary school Inpres BTN IKIP II possess a high level of interest in football. The percentage of students categorized as having high interest reached 72.14%, indicating that football remains a highly attractive sport among elementary school students. This finding supports theoretical perspectives suggesting that interest develops when individuals perceive an activity as enjoyable, meaningful, and rewarding. Students who enjoy football are more likely to participate actively in football-related activities and demonstrate sustained engagement over time [24].

The findings further indicate that students' interest in football is influenced by a combination of personal and environmental factors. Motivation and aspirations emerged as the strongest determinants of football interest. Students who aspire to become skilled football players or achieve success in sports competitions demonstrate greater enthusiasm and commitment toward football participation. These findings are consistent with motivational theories emphasizing the importance of personal goals and intrinsic enjoyment in shaping behavior [25].

Teacher-related factors also played a significant role in influencing students' interest. Positive interactions with physical education teachers and engaging learning experiences contributed to higher levels of participation [26]. Effective teachers create supportive environments that encourage students to explore their abilities and develop confidence in sports activities. Therefore, teachers serve not only as instructors but also as facilitators who help cultivate positive attitudes toward physical activity [27].

The study additionally highlights the importance of family support and facility availability. Children who receive encouragement from parents are more likely to engage in sports and maintain positive attitudes toward participation. Furthermore, adequate sports facilities provide opportunities for regular practice and skill development. Without sufficient facilities, students may face barriers that limit their participation and reduce their interest in sports activities.

The influence of mass media also deserves attention. Through television broadcasts, social media platforms, and online content, students are continuously exposed to football-related information and role models. Such exposure may stimulate interest, inspire aspirations, and encourage participation. Consequently, media serves as a powerful tool in promoting sports engagement among children and adolescents.

Overall, the findings suggest that students' interest in football is a multidimensional phenomenon influenced by psychological, educational, familial, environmental, and media-related factors. Therefore, efforts to promote football participation among elementary school students should adopt a comprehensive approach that addresses these interconnected determinants [28].

The findings of this study extend previous research concerning students' interest in sports participation. Holden [29] reported that motivation significantly influenced elementary school students' interest in football activities. Similarly, Schnitzius et al. [30] found that family support and school environments played important roles in shaping sports participation among young learners. Furthermore, Cairney [31] demonstrated that media exposure contributed positively to students' enthusiasm toward football. Although these studies provided valuable insights, most focused on individual factors influencing sports interest. The present study differs by simultaneously examining multiple dimensions, including motivation and aspirations, teacher-related factors, family support, sports facilities, and mass media influence. Consequently, this research offers a more comprehensive understanding of football interest among elementary school students.

The novelty of this study lies in its multidimensional assessment of football interest among elementary school students. Unlike previous studies that investigated isolated determinants of sports participation, this research integrates personal, educational, familial, environmental, and media-related variables into a single analytical framework. Additionally, the study provides empirical evidence from an Indonesian elementary school context, thereby enriching current knowledge regarding the factors shaping football participation among young students [32].

The findings have important implications for educators, parents, coaches, and policymakers. Schools may utilize the results to design physical education programs that align with students' interests and motivations. Teachers can develop more engaging learning experiences that encourage active participation in football activities. Parents may recognize the importance of providing support and encouragement for sports involvement. Furthermore, policymakers and school administrators may consider improving sports facilities and extracurricular opportunities to foster greater participation in football and other physical activities among students [33].

Several limitations should be acknowledged. First, the study involved a relatively small sample of 21 students from a single elementary school, which may limit the generalizability of the findings. Second, the study employed a descriptive survey design that focused on identifying interest levels rather than establishing causal relationships among variables. Third, data collection relied primarily on self-reported questionnaire responses, which may be influenced by social desirability bias or subjective perceptions. Finally, the study examined only selected factors influencing football interest and did not include other potentially relevant variables such as peer influence, socioeconomic status, cultural background, or previous sports experiences. Future research should involve larger and more diverse samples, incorporate mixed-method approaches, and examine additional determinants of sports participation among elementary school.

4. CONCLUSION

This study aimed to investigate the level of students' interest in football and identify the factors influencing their interest among students of elementary school Inpres BTN IKIP II, Kecamatan Rappocini, Kota Makassar. The findings revealed that students generally demonstrated a high level of interest in football, with 72.14% of respondents categorized as having high interest. The study further showed that students' interest was influenced by several factors, including motivation and aspirations, positive attitudes toward teachers and learning activities, family support, availability of sports facilities, and exposure to mass media. Among these factors, motivation and aspirations emerged as the strongest contributors to football participation. These findings indicate that football remains a highly attractive sport among elementary school students and that both personal and environmental factors play important roles in fostering students' engagement in football activities.

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