



Analysis Of the Role of Sports Teachers on Students' Interest in Extra-Curricular Sports in Junior High School Students

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Informasi Artikel

Diterima 2025-10-20
Direvisi 2025-11-28
Dipublikasikan 2025-12-30

Keyword:

Role of Sports Teachers
Student Interest
Sports Extracurricular Activities

ABSTRACT (10 PT)

This study aims to analyze the role of sports teachers in increasing student interest in extracurricular sports activities at the junior high school level. A literature review was conducted by reviewing various articles and previous studies that discuss factors influencing student participation in extracurricular sports, particularly the role of sports teachers. The results of the study indicate that sports teachers who have a supportive, communicative approach and are able to provide positive motivation play a key role in attracting student interest. In addition, teacher involvement in direct coaching and the quality of sports facilities at school also play an important role in increasing student participation. These findings emphasize the importance of developing sports teacher competencies and improving sports facilities at schools to encourage more active student participation in extracurricular sports activities



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INTRODUCTION

Sports are an important part of character building and physical development of students, both inside and outside of class. One form of sports development that can be implemented in schools is through extracurricular sports activities. However, the level of student participation in extracurricular sports activities is often influenced by various factors, one of which is the role of the sports teacher. Sports teachers, as educators responsible for guiding students in various sports activities, play a crucial role in attracting students' interest in extracurricular activities. Therefore, it is important to understand how the role of the sports teacher can influence students' interest in extracurricular sports activities.

Research on the influence of PE teachers on students' interest in extracurricular sports activities has been extensive, but it remains limited to specific contexts. Most existing studies tend to focus on the influence of facilities, students' intrinsic motivation, or general teaching approaches (Liu et al., 2025). However, few studies have specifically examined how direct interactions between PE teachers and students can influence their interest in participating in extracurricular sports activities. This study aims to fill this gap by focusing on the role of PE teachers in fostering student interest in extracurricular sports activities at the junior high school level.

The novelty of this study lies in its in-depth examination of the factors influencing student interest through an approach based on the direct involvement of sports teachers. This study aims to determine the extent of the role of sports teachers in increasing student participation in extracurricular sports activities in junior high schools. Using qualitative and quantitative approaches, this study identifies factors that support or hinder student interest in extracurricular sports, as well as how sports teachers can influence these factors.

This research is expected to provide clearer insights into the importance of the role of sports teachers in developing students' interest in extracurricular sports activities. The results can be used as a basis for developing sports curricula and teaching strategies in schools, as well as providing recommendations for enhancing the active role of sports teachers in motivating students to participate more actively in extracurricular sports activities.

METHOD

The method used in this research is a descriptive literature study to analyze the role of sports teachers in increasing student interest in extracurricular sports activities at the junior high school level. This study aims to identify and summarize findings from various scientific articles relevant to the topic discussed. The data sources used in this study are articles published in scientific journals, theses, and dissertations that discuss the role of sports teachers in the context of extracurricular sports activities. A total of 15 references were selected based on the criteria that the articles must discuss the role of sports teachers, be published in accredited journals, and be relevant to this research topic. The selected articles must also be published between 2016 and 2025.

The data collection process was conducted by searching for relevant literature through various academic databases such as Google Scholar, PLOS ONE, Neliti, and other academic journals. The collected data consisted of previous research findings that provided insight into the role of physical education teachers in increasing student interest in extracurricular activities. Article selection criteria were based on topic relevance, research methods, and contribution to understanding the role of physical education teachers.

In analyzing the data, this study used a qualitative analysis approach with thematic analysis to identify the main themes found in each article discussed. Furthermore, a synthesis technique was used to combine the findings from various articles to develop comprehensive conclusions regarding the influence of the role of physical education teachers on student interest. This study relied solely on secondary data obtained from selected articles, thus no primary data collection was conducted in the field. The main limitation of this study is its reliance on existing research findings, which reduces the ability to generalize the results more broadly.

RESULT AND DISCUSSIONS

Based on the literature analysis, it was found that the role of physical education teachers is very significant in influencing students' interest in extracurricular sports activities at the junior high school level. Based on the 15 articles analyzed, several key factors were identified as determining factors in increasing student participation in extracurricular sports activities. These factors include the competence of physical education teachers, the support provided to students, and the implementation of engaging learning methods.

One of the most influential factors is the competence of the sports teacher. Liu, Yan, & Li (2025) in their study found that competency support provided by sports teachers can increase students' self-confidence, which in turn encourages them to participate more actively in sports (Liu et al., 2025). This is in line with the results of research by (Alfajri & Hadi, 2024), which also revealed that teachers who have high competence in managing sports

activities can direct students to be more interested and active in extracurricular sports activities. Another study by (Safitri 2022) (Irawan, Haryani, and Lamusu 2024) (Prasetyo et al., 2024) also emphasized that teachers' ability to deliver material and take an approach that is appropriate to students' conditions can increase students' interest in learning and participating in sports activities during the pandemic .

Furthermore, social support provided by physical education teachers plays a crucial role in motivating students. Research by (Ramadhan et al., 2024) found that teachers who provide moral and emotional support can increase students' interest in participating in extracurricular sports activities. This finding was further supported by Prayadi , who demonstrated that physical education teachers who actively provide support to students, both in the form of rewards and motivation, can help students overcome psychological and physical barriers to participating in sports (Prayadi & Putra, 2022) . This support is also crucial in fostering a sense of community among students, which can strengthen their enthusiasm for consistently participating in sports activities.

In addition to competence and support, the teaching methods implemented by PE teachers also have a significant impact on student interest. Lubis's research explains that the use of traditional games in PE lessons can engage students, particularly at the elementary school level. This approach can also be adapted to junior high school to increase student engagement in extracurricular activities (Ali Nasdin, 2022). (Irawan et al., 2025) . Research by Amiruddin also shows that basic motor development taught by PJOK teachers through a fun approach can increase students' interest in continuing to participate in sports activities (Amiruddin et al., 2024) . This is in line with Zulfikar's findings which emphasize the importance of utilizing tourist attractions or outdoor activities as interesting learning media for students (Zulfikar, 2025) .

The condition of the school environment is also an equally important factor. (E. Safitri et al., 2022) stated that schools with adequate sports facilities and a supportive environment for extracurricular sports activities can increase student participation in these activities. This is reinforced by (Lah et al., 2023) , who found that in 3T (underdeveloped, frontier, and outermost) areas, despite limited facilities, sports teachers who innovate in their teaching methods are still able to attract student interest.

However, it's not just internal factors that influence student interest, but also the impact of the pandemic , as revealed by (E. Safitri et al., 2022) and (Lah et al., 2023) , who found that the Covid-19 pandemic had a significant impact on extracurricular activities, including sports. During the pandemic , sports activities were carried out with strict restrictions, but physical education teachers who were able to adapt to technology and distance learning methods were still able to maintain student interest in participating.

Furthermore, research by (Aoyagi et al., 2024) added that collaboration between coaches or teachers in extracurricular activities can have a positive impact on student engagement in sports. They suggested that a training system involving multiple coaches or sports teachers can provide more opportunities for students to develop and feel more valued. This aligns with research by (Sprenkle, 2022) which shows that students' positive perceptions of teachers and extracurricular activities are highly dependent on the relationships between students and teachers, which can increase their participation in sports activities.

CONCLUSION

Based on the results of the literature study conducted, it can be concluded that the role of sports teachers is very important in increasing students' interest in extracurricular sports activities at the junior high school level, where teachers who have a supportive, communicative approach and are able to provide positive motivation, as well as their involvement in coaching and managing sports activities, are proven to be able to increase student participation, while external factors such as adequate sports facilities and the presence of instructors also influence students' interest in being actively involved in these sports activities.

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