



THE EFFECT OF SOCIAL SUPPORT ON STUDENTS INTEREST IN JOINING FUTSAL EXTRACURRICULAR ACTIVITIES IN JUNIOR HIGH SCHOOL

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Abstract

This study aims to determine the effect of social support on students' interest in participating in futsal extracurricular activities at Nuruzzaman Junior High School. Social support includes support from parents, peers, and teachers, which is assumed to influence students' desire to actively participate in futsal activities. This study used a quantitative approach with a survey method, and involved 11 respondents selected through a purposive sampling technique. The research instrument was a closed-ended questionnaire that measured the level of social support and students' interest. Data analysis was performed using simple linear regression using SPSS. The results showed a significance value of $0.08 > 0.05$, which means there is no statistically significant effect between social support and students' interest in participating in futsal extracurricular activities. However, there is a tendency for a positive relationship between the two variables. This study recommends that schools, teachers, and parents continue to pay attention to social support as an important factor in developing student interest, and encourages further research with a larger sample size.

Keywords: Social Support, Student Interest, Extracurricular, Futsal.

INTRODUCTION

Futsal as an extracurricular activity plays an important role in supporting the development of students' interests and potential in sports and in fostering values of discipline and togetherness (Fanany, 2020) [5]. Students' interest in participating in this activity is not only influenced by internal factors, but also external factors such as social support from the surrounding environment (Adib & Pramono, 2021) [2]. Social support, as stated by Sarafino, includes emotional, instrumental, and informational assistance from close friends such as parents, peers, and teachers, which can significantly influence students' participation in activities (Rahma et al., 2020) [9]. Previous research has shown a

relationship between students' level of interest and the strength of social support they receive (Rivaldi et al., 2022) [1]; however, there has not been much research conducted at the junior high school level with a specific focus on futsal as an extracurricular activity.

METHOD

This study uses a quantitative approach with a descriptive correlational design that aims to identify the influence of social support variables (X) on students' interest in participating in futsal extracurricular activities (Y). The research location was carried out at Nuruzzaman Middle School with a population of 45 male students who are active in futsal extracurricular activities. The sampling technique used was purposive sampling, namely selecting samples based on specific criteria, in this case students who attend at least eight training sessions in one month. Based on these criteria, 11 students were obtained as respondents. The research instrument was a closed questionnaire that measured two variables, namely social support and student interest. The social support questionnaire consisted of 12 statement items divided into three main aspects, namely parental, peer, and teacher support, referring to the social support theory of Sarafino [9]. Meanwhile, the interest questionnaire consisted of 9 items that refer to learning interest indicators according to Slameto [8]. All items were arranged using a Likert scale with five answer choices from strongly disagree to strongly agree. Data collection was carried out directly with students by filling out questionnaires in a conducive atmosphere and directed by the researcher. The data was then analyzed using a simple linear regression technique using SPSS version 25 software to determine whether or not there was an influence of social support on students' interest in participating in futsal extracurricular activities.

RESULTS AND DISCUSSION

Table Linear Regression Coefficient

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	14.096	5.536	—	2.546	0.031

Variable	B	Std. Error	Beta	t	Sig.
Social Support	0.633	0.321	0.549	1.971	0.080

Regression equation: $Y=14.096+0.633X$

The significance value of $p = 0.080 (> 0.05)$, indicates that statistically there is no significant influence between social support on students' interest in participating in futsal. However, the positive regression coefficient value indicates a tendency that the higher the social support received, the higher the student's interest. This is in line with the findings of Obby & Pramono (2021) [2], that students' interest in physical activities is influenced by the extent to which they feel emotionally and socially supported. Teachers and peers also contribute to creating social comfort that supports student participation (Herdiansyach, 2024) [10].

CONCLUSION

The results of the regression analysis showed a significance value of $0.080 (> 0.05)$, which means that statistically there is no significant influence between social support and student interest. However, the positive regression coefficient value of 0.633 indicates a tendency that the higher the social support received by students, the higher their interest in participating in futsal activities at school. This strengthens the theory put forward by Adib and Pramono [2] and Rahma et al. [9] that social support from the student's environment plays a role in shaping students' self-confidence, comfort, and motivation in participating in physical activities. Practically, although the results are not yet statistically significant, it is important for schools, parents, and extracurricular instructors to continue to provide the emotional, material, and informational support that students need. Support from peers also needs to be facilitated in the form of group work and teamwork, because social solidarity has been shown to encourage active student participation [1][5]. This study also provides a basis for further studies that can use larger samples and examine mediating variables such as intrinsic motivation or the availability of sports facilities.

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