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INTEREST OF GRADE X STUDENTS IN AQUATIC LEARNING AT MA MULTITEKNIK ASIH PUTERA

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Abstract

This study aims to determine the level of interest of class X students at MA Multiteknik Asih Putera towards learning aquatic activities and the factors that influence it. Using a quantitative descriptive approach and survey method, data were collected through a closed questionnaire with 18 statements covering internal (attention, pleasure, and activity) and external (facilities and teacher's role) factors. The research sample was all class X students who participated in aquatic learning. The results of data analysis showed that in general student interest was in the moderate category (64.5%). Internal factors were rated as moderate by 61.3% of students, while external factors were also in the moderate category with a percentage of 62.9%. This finding shows that students' interest is quite good but not optimal, so improvement is needed in internal and external aspects to encourage higher learning interest in aquatic learning.

Keywords: Learner interest, Aquatic Learning.

INTRODUCTION

The purpose of education is to create an environment and learning process that allows students to reach their full potential. Education aims to help students become individuals who have spiritual qualities, self-evaluation skills, good judgment, self-control, noble character, and skills that are beneficial to themselves, society, nation, and state (Law No. 20 of 2003). Education is a directed and planned effort to create a learning environment and learning process that allows students to actively develop their potential. This includes the development of spiritual and religious strength, self-control skills, good personality, intelligence, noble morals, and skills needed by themselves and society.

Every individual needs education to develop their character. Education can be included in the learning process in schools to improve the quality of learning and achieve the desired results. Along with the learning process, it is believed that individuals who were initially unable will become able, and knowledge will develop in an educational environment.

Physical education is one type of education that complements other types of education. Physical education helps realize the goals of education as stated by Anas Sudijono by developing very important aspects of students, such as motor skills, physical

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abilities, knowledge, reasoning, appreciation of values (mental, emotional, spiritual, and social), and a healthy lifestyle that supports balanced growth and development (Budiningsih, 2015). Based on this, it can be concluded that the goals of national education can be achieved through the development of cognitive, affective, and psychomotor skills through physical education.

In learning physical education, sports, and health, especially swimming lessons or water activities, effective learning techniques are needed. Teachers must be able to create a fun and innovative learning environment, especially in post-pandemic conditions. Fun learning will make students more serious about following lessons from start to finish. Educators can create an atmosphere like this by building a creative and imaginative learning process.

Interest is very important in education, especially in relation to daily activities. A person's interest provides an overview of the activities that will be carried out to achieve goals. Interest is defined as a feeling of liking and attraction to something or an activity without a specific reason (Santoso, 2016). This shows that feelings such as enthusiasm, satisfaction, and joy often accompany the growth of interest in something. In other words, someone who has an interest tends to feel involved and enjoys the activity.

One part of the PJOK curriculum is learning activities in water, such as swimming, water polo, surfing, diving, rowing, and canoeing, with swimming being the most popular activity. The media used include swimming pools, rivers, lakes, and simulation media such as buckets and plastic balloons. However, in practice, teachers often prioritize sports such as handball, volleyball, soccer, and rounders, so that aquatic activities receive less attention. In fact, many students show greater interest in water sports such as swimming.

For students, swimming is not only a sporting activity, but also a form of entertainment and recreation. This activity has great benefits in reducing boredom from school routines. Recreation is an activity that is done voluntarily by involving social, emotional, mental, and physical aspects to restore energy and refresh the mind. Murni (2017) stated that recreation also includes elements of play that provide freedom, happiness, and opportunities to express oneself naturally. Therefore, swimming learning not only improves physical health, but also supports the psychological and social aspects of students.

In Indonesia, swimming is a very popular sport, as seen from the many swimming pool facilities in various regions. Freestyle is one of the most commonly used styles, with leg movements resembling walking steps. However, despite its popularity, there are still children who are less enthusiastic or afraid of water activities. This fear can come from the

fear of drowning, water entering the nose or ears, or previous bad experiences. This fear can cause anxiety that hinders the learning process. Therefore, teachers have an important role in building student confidence by providing encouragement and guidance.

Interest plays an important role in the learning process. It is difficult to expect students to study hard and get maximum results without interest. Hilgard in Santoso (2016) explains that interest is a continuing tendency to pay attention to and enjoy a particular activity or content. Interest can be influenced by internal and external factors. Siti Rahayu Haditono (2019) states that the two main components of interest are intrinsic and extrinsic influences. Intrinsic factors include interest, focus, and emotion; while extrinsic factors include family support, teachers, facilities, and the environment.

According to Hamalik (2016), interest is a shift in energy within a person that appears as emotions and tendencies to act to achieve certain goals. However, in reality, although students are enthusiastic about learning, many of them have not shown a high interest in swimming lessons.

In education, interest plays an important role, especially in supporting a person's learning activities. Interest is able to explain the extent to which individuals are involved in activities to achieve goals (Sardiman, 2016). In the context of learning, many students show low interest in theoretical and practical subjects, which has an impact on their learning ability (Santoso, 2016). Interest is also an internal driver that makes someone try to achieve something that is considered profitable, because it is accompanied by a sense of satisfaction. However, when that satisfaction decreases, interest also decreases (Sardiman, 2018).

Interest can be understood as a person's tendency to like an object or activity without coercion (Djaali, 2019). Interest arises from the inner connection between an individual and a particular object, which becomes stronger if the connection is closer. Slameto (in Subini, 2016) explains that interest is a continuous tendency to pay attention to and remember certain activities accompanied by a sense of pleasure. Abu in Hamalik (2016) also emphasized that the lack of active involvement of students in learning will make it difficult to understand the material.

Interest includes attention, emotion, and desire for something (Sardiman, 2016). Holland (in Djaali, 2019) defines interest as a strong tendency of the heart towards something. Interest also acts as a driving force that motivates individuals to engage in various activities that involve cognitive, emotional, and physical elements as a form of adaptation to the environment (Hurlock, 2015). Teachers can utilize students' initial interests as a strategy to foster interest in new subjects. This can be done by showing the

relationship between new material and previous experiences and the benefits to be gained (Djamarah, 2018).

Indicators of learning interest can be seen from various internal and external aspects that influence a person's involvement in learning activities. According to Ngalim Purwanto (2015), there are two main factors that influence interest, namely intrinsic factors and extrinsic factors. Intrinsic factors are a drive from within a person to take action because of interest or pleasure, such as a sense of joy, more attention, enthusiasm, and positive emotions towards an activity. Meanwhile, extrinsic factors come from outside the individual, such as environmental influences, parental support, and the role of teachers in the learning process. Furthermore, Hidayat (in Pratiwi, 2021) explains that learning interest can be measured through several indicators, including: desire, which is an internal drive to do something; feelings of joy towards the lesson; attention shown through full concentration while studying; feelings of interest that arise due to pleasant learning experiences; enthusiasm for learning that can be seen from students' involvement in activities outside of school; active participation in the learning process; and the awareness and curiosity that arise naturally without coercion. These indicators reflect how much interest a person has in the learning process.

METHODS

This study uses a quantitative descriptive method with a survey design to obtain an overview of students' interest in aquatic activity learning. According to Arikunto, descriptive research aims to describe existing phenomena, while Margono emphasizes the use of quantitative data, such as questionnaires, to obtain information. The main instrument in this study was a learning interest questionnaire consisting of five assessment categories—very high to very low—with a four-choice scale (strongly agree to strongly disagree). Data were analyzed using descriptive percentage statistical techniques.

The population in this study were all students of class X MA Multiteknik Asih Putera who participated in aquatic learning, totaling 62 people. This study used a purposive sampling technique, namely sampling based on certain objectives because the population is relatively small and homogeneous. The sample consisted of students and physical education instructors involved in aquatic activities.

The research instrument in the form of a questionnaire was compiled based on internal factors (attention, pleasure, and activity) and external factors (facilities and teacher roles). Examples of statements in the questionnaire include student interest, enjoyment of learning, involvement in water activities, to completeness of facilities and teacher support.

The research procedure includes initial observation and distribution of questionnaires to grade X students, then data is collected and analyzed. The research was conducted at MA Multiteknik Asih Putera from December 2024 to May 2025. Data collection techniques were carried out through distribution and collection of questionnaires, followed by transcription and analysis of the results.

The data analysis technique used is quantitative descriptive analysis with the percentage formula: P = (F/N) × 100%, where P is the percentage, F is the frequency of responses, and N is the number of respondents. This technique is effective because it allows researchers to obtain an overview of student interests efficiently and objectively.

RESULTS AND DISCUSSION

The results of the study of class X students' interest in aquatic learning at MA Multiteknik Asih Putera were measured using 18 valid statement items using a Likert scale.

The distribution table of research on the interests of class X students in aquatic learning at MA Multiteknik Asih Putera can be categorized as follows:

Table 1 Distribution of Grade X Students' Interests in Aquatic Learning at MA Multiteknik Asih Putera

INTEREST CATEGORY					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very high	3	4.8	4.8	4.8
	High	12	19.4	19.4	24.2
	Medium	40	64.5	64.5	88.7
	Low	3	4.8	4.8	93.5
	Very Low	4	6.5	6.5	100.0
	Total	62	100.0	100.0	

Based on the results of the categorization of respondent interest scores, it can be explained that out of 62 respondents, most are in the Medium category, which is 40 people or 64.5% of the total respondents. This shows that the majority of participants have an interest level that is in the medium category. Furthermore, there are 12 people (19.4%) who are in the High category, and only 3 people (4.8%) are included in the Very High category. Meanwhile, the Low category is filled by 3 people (4.8%) and Very Low by 4 people (6.5%). Overall, this distribution shows that most respondents have quite good interest, although there are still a small number who show low to very low interest.

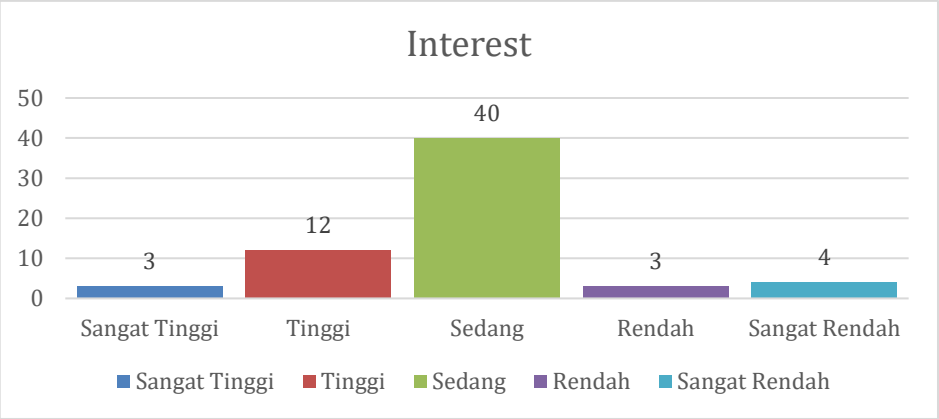

Figure 1 Diagram of the Results of the Study of Class X Students' Interests in Aquatic Learning at MA Multiteknik Asih Putera

Based on the picture, it is known that the majority of respondents, namely 40 people (64.5%) have an interest in the moderate category. This shows that in general the level of respondent interest is quite good, although there are still a few who need more attention. The interest of Class X students in aquatic learning at MA Multiteknik Asih Putera is based on two factors, namely internal factors and external factors as follows:

1. Internal Factors

The results of the study on the internal factors of the interest of class X students in aquatic learning at MA Multiteknik Asih Putera were measured by 12 valid statement items using a Likert scale. The distribution table of the research on the interest of class X students in aquatic learning at MA Multiteknik Asih Putera can be categorized as follows:

Table 4 Distribution of Internal Factors of Grade X Students' Interest in Aquatic Learning at MA Multiteknik Asih Putera

Internal Factors Category					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very high	3	4.8	4.8	4.8
	Tall	14	22.6	22.6	27.4
	Currently	38	61.3	61.3	88.7
	Low	2	3.2	3.2	91.9
	Very Low	5	8.1	8.1	100.0
	Total	62	100.0	100.0	

The Internal Factors category shows that the majority of respondents assess the condition of internal factors at a moderate level, with a total of 38 respondents or 61.3%. Furthermore, as many as 14 respondents (22.6%) consider internal factors to be at a high level, and 3 respondents (4.8%) consider them very high. Meanwhile, only a few respondents assess internal factors in the low and very low categories, respectively 2 respondents (3.2%) and 5 respondents (8.1%). Thus, overall, most respondents (88.7%)

assess internal factors at a moderate to very high level, indicating that the condition of internal factors is generally considered quite good and supportive.

2. External Factors

The results of the study on external factors of the interest of class X students in aquatic learning at MA Multiteknik Asih Putera were measured using 6 valid statement items using a Likert scale.

Table 5 Distribution of Internal Factors of Grade X Students' Interest in Aquatic Learning at MA Multiteknik Asih Putera

External Factors Category				
	Frequency	Percent	Valid Percent	Cumulative Percent
ValidVery high	4	6.5	6.5	6.5
Tall	6	9.7	9.7	16.1
Currently	39	62.9	62.9	79.0
Low	10	16.1	16.1	95.2
Very Low	3	4.8	4.8	100.0
Total	62	100.0	100.0	

Of the total 62 respondents, most of them rated external factors in the moderate category, namely 39 people (62.9%). Furthermore, 6 people (9.7%) rated it in the high category, and 4 people (6.5%) rated it very high. On the other hand, there were 10 respondents (16.1%) who rated external factors in the low category, and 3 people (4.8%) who rated it very low. Overall, these data show that the majority of respondents have the perception that external factors are at a moderate level, although there are still a number of respondents who rated it low to very low.

B. Discussion

The results of this study indicate that most of the 10th grade students at MA Multiteknik Asih Putera have an interest in learning aquatic learning in the moderate category, which is 40 people or 64.5% of the total respondents. This reflects that students' interest in aquatic learning is quite good, but has not reached an optimal level such as the high or very high category. In other words, students have a relatively stable and positive interest, but more varied and innovative learning strategies are still needed to encourage increased interest to a higher level.

Therefore, to increase interest from the moderate category to the high or very high category, teachers need to innovate in aquatic learning, for example through a contextual approach, water game-based learning, or the use of visual learning media and direct practice in a fun swimming pool. This is in line with the principle that interest is not only grown from within the student, but also from how the learning environment is conditioned in an interesting and meaningful way.

Based on the results of the study, it is known that the majority of students (61.3%) assessed their internal factors towards aquatic learning in the moderate category. These internal factors include a number of psychological aspects within students, such as intrinsic motivation, personal interest, self-perception of ability, and previous experience with water activities. This assessment shows that although most students already have a basic interest in aquatic learning, the intensity and depth have not reached a high level.

These results strengthen the findings of H. Subekti in his research which states that the success of sports learning is largely determined by factors from within the students, such as self-confidence, personal interest, and positive perceptions of the activities being studied.

Furthermore, Anas Sudijono (2019) added that learning interest does not only come from the psychological condition of students, but is also greatly influenced by enjoyable learning experiences, as well as the suitability between learning methods and student needs. In the context of aquatic learning, this means that if students have positive experiences in the water, and teachers are able to use approaches that are appropriate to the characteristics and readiness of students, then their internal factors can develop significantly.

Thus, these findings indicate the importance of learning strategies that can stimulate students' internal interests, such as the use of varied methods, a personal approach, and the creation of learning experiences that build self-confidence and interest in water activities. Efforts to strengthen these internal factors are crucial to encourage increased interest and success in aquatic learning as a whole.

Based on the results of the study, it is known that the majority of grade X students at MA Multiteknik Asih Putera assessed external factors to be in the moderate category, namely 39 people or 62.9% of the total respondents. These external factors include several important aspects such as teacher support, availability of learning facilities and infrastructure, and general learning environment conditions. The assessment in the moderate category shows that the current learning environment has provided sufficient support for the aquatic learning process, but has not been fully optimal in supporting increased student learning interest.

This finding is in line with the research results of P. Pambagyo (2024) which revealed that the implementation of aquatic learning in several elementary schools experienced various obstacles, such as limited swimming pool facilities and a lack of teaching staff who have special competence in the aquatic field. These obstacles indicate that an inadequate external environment can be an inhibiting factor in growing and developing students' interest in learning aquatic learning.

In addition, this finding is also reinforced by research by AR Wardhani and S. Supriyono (2021) which emphasized that students' interest in swimming learning tends to be higher when complete facilities are available, such as a decent swimming pool, water learning aids, and communicative teachers who are able to create a pleasant learning atmosphere. Thus, external support plays a very important role in fostering student interest. A conducive learning environment, adequate facilities, and teachers who are able to build positive relationships with students will be the main driving factors to increase enthusiasm and active participation in aquatic learning.

Therefore, strengthening external factors through improving facilities and infrastructure, teacher training in aquatic teaching, and creating a pleasant learning environment need to be the main focus in developing learning programs. Previous studies have also strengthened the results obtained in this study. D. Prasetyo et al. showed that involving students in direct practice activities and contextual learning helped increase their interest in learning to swim.

From the overall discussion, it can be concluded that although the majority of students have an interest in learning aquatics in the moderate category, there is potential for improvement through interventions on internal factors (such as learning motivation) and external factors (such as facilities and teacher support). With a more creative, participatory, and conducive approach, student interest can be increased more optimally.

The interest of grade X students in aquatic learning is influenced by various factors, both internal and external. International research shows that structured physical activities, such as aquatic sports, can improve students' cognitive function and learning motivation (Smith, J., & Lee , 2024). This indicates that learning involving swimming and water activities is not only physically beneficial but also can stimulate students' overall interest in learning. In addition, psychological factors such as self-confidence and social support play a major role in building student interest (Johnson, K., & Davis, 2023). A conducive learning environment and a pleasant atmosphere in aquatic learning can increase student engagement and reduce anxiety during the learning process (S. Brown, L., & Green, 2023)

Furthermore, the development of motor skills through aquatic learning contributes to academic achievement, so that interest in this learning can have a positive impact on various aspects of student development (M. Chen, Y., Wang, H., & Li, 2022). The use of technology in learning has also been found to increase student interest and understanding, for example through video tutorials and interactive digital feedback. [48] It is also important to note the differences in interest based on gender, where an inclusive teaching approach can encourage the active participation of both male and female students in aquatic learning (L. Garcia, F., & Martinez, 2022)

In addition, the right intensity of exercise in aquatic learning plays an important role

in maintaining student motivation without causing excessive fatigue (J. Lee, S., & Kim, 2021). Regular physical activity also increases students' emotional intelligence, which plays a role in forming sustainable motivation and interest in learning (R. Anderson, J., & Thompson, 2021). The use of evidence-based teaching methods and regular physical fitness evaluations allow teachers to adjust learning programs to make them more interesting and effective for students (A. Patel, R., & Singh, 2021) . Thus, aquatic learning that is designed systematically and pays attention to psychological, social, and physical aspects can significantly increase the interest of class X students.

CONCLUSION

Based on the results of the study on the interest of class X students in aquatic learning at MA Multiteknik Asih Putera, it can be concluded that the interest of class X students in aquatic activity learning at MA Multiteknik Asih Putera is in the moderate category with a percentage of 64.5%. This interest is influenced by two main factors, namely internal and external factors. Internal factors that include student attention, enjoyment, and activity during learning, are assessed by the majority of students (61.3%) in the moderate category. This indicates that motivation, personal interest, self-perception, and student learning experiences are quite supportive but still need to be strengthened so that interest can increase. Meanwhile, external factors that include swimming pool facilities, equipment, and the role of teachers in delivering material, also received a moderate rating from 62.9% of respondents. This condition shows that support from the learning environment is quite good, but not yet optimal, so it is necessary to improve facilities and the role of teachers in order to motivate students more. Thus, efforts to improve the quality of aquatic learning must involve strengthening both factors to encourage students' interest in learning to a higher level.

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