



## Analysis of Elementary Students' Interest in Football Learning in Jalancagak District

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### Abstract

This study aimed to explore the factors influencing elementary students' interest in football learning in Jalancagak District. A qualitative case study design was employed to gain an in-depth understanding of students' experiences and perceptions toward football learning. Participants consisted of elementary students and physical education teachers selected through purposive sampling. Data were collected through semi-structured interviews, observations, and documentation, then analyzed using thematic analysis assisted by NVivo 12 software. The findings revealed that students' interest in football learning was shaped by both internal and external factors. Internal factors included personal motivation and aspirations to become professional football players, while external factors involved family support, teacher roles, learning methods, facilities, and media exposure. Engaging practice-based learning, supportive teachers, and positive family encouragement significantly enhanced students' enthusiasm and participation in football learning. However, limited facilities and inadequate infrastructure were identified as challenges affecting learning effectiveness. This study contributes to the literature by providing a contextual and qualitative understanding of how students construct interest in football learning within elementary school settings. The findings suggest the importance of adaptive learning strategies, supportive school environments, and improved facilities to foster students' engagement in physical education.

**Keywords:** football learning; student interest; physical education; elementary school; qualitative study

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#### Info Article:

Submitted: 18/04/2026 Revised: 28/04/2026 Accepted: 15/05/2026 Published: 17/05/2026

**How to Cite:** Abdullah, M, R, A., Sudrazat, A., Fauzi, R, A. (2026). Analysis of Elementary Students' Interest in Football Learning in Jalancagak District. *Journal Coaching Education Sports*, 7(1), 335-346. <https://doi.org/10.31599/jces.v7i1.5424>

**Author's Contribution:** a) Research Design; b) Data Collection; c) Statistical Analysis; d) Manuscript Preparation; e) Fundraising



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## **A. Introduction**

Nowadays, sport has become an important part of modern life, both as a profession and as entertainment. Sport can also be used for entertainment, recreation, a source of income, and as a cultural element. Furthermore, sport plays a role in maintaining physical condition and health. This includes various goals such as education, recreation, health, rehabilitation, and competition to achieve optimal performance (Kurnia & Setyawati, 2021). This is in line with Law Number 3 of 2005 concerning the National Sports System which classifies sports based on their purpose: educational sports, competitive sports, and recreational sports (Purba et al., 2022). Sport as a tool to unite the nation that can shape individual and collective character, as well as dynamize other development sectors is a potential that sport has. Sport requires simple equipment and brings pleasure to those who play, currently very popular with everyone, especially children.

Among the various sports introduced in elementary schools is soccer. Soccer is one of the most popular games among elementary school children in the Jalancagak sub-district. This sport is not only seen as a recreational activity, but also plays a role in physical education learning, motor skill development, character building, and training in social values such as cooperation, discipline, and sportsmanship (Sudharma & Nurodin, 2025). Furthermore, soccer is also included in the independent learning curriculum, a plan that facilitates students to explore their interests and talents freely and without pressure. And soccer has a strong cultural appeal in Indonesia, given that this sport is very popular in

the wider community and often becomes a spectacle that inspires children to imitate the playing style of professional athletes. This is in line with the opinion (Reilly et al., 2000) that soccer is not only a competitive sport, but also part of a global culture that is able to attract the interest of children in various parts of the world.

Student's interest in sports, particularly soccer in elementary school, is strongly influenced by motivational factors, experiences, and media influences. Children are often motivated to play soccer by their peer group, a supportive school climate, or the soccer matches they watch on television or digital media (Valentino & Iskandar, 2020). Furthermore, parental support and the availability of adequate school facilities are important factors in shaping students' interest and participation in soccer activities (Kevin et al., 2023). Research (Ambarwati, 2021) shows that children's interest in sports tends to increase when the activity provides enjoyment, successful experiences, and positive social interactions. Therefore, objects that were previously uninteresting can become interesting with input, new insights, and motivational encouragement.

However, despite the high interest in soccer, the facilities at one elementary school in Jalancagak District are still inadequate to support the learning process and are suboptimal, making it less engaging and leading to student boredom. This leads to a lack of student interest in soccer lessons and a lack of understanding of the basic techniques and rules of the game, which are included in the Physical Education (PJOK) curriculum.

Therefore, physical education

teachers play a crucial role in guiding and fostering interest and engaging game strategies, ensuring that soccer becomes a popular activity and a valuable learning medium. Through the right learning approach, teachers can introduce basic soccer game patterns, such as ball control, passing, and shooting, along with understanding positioning and simple strategies, appropriate to the student's developmental stage. Teachers must utilize resources effectively to foster a more engaged learning experience. A good physical education learning model must balance mastery of movement skills, understanding game tactics, and internalizing positive values within the sport (Hananingsih & Imran, 2020). It can be concluded that physical education teachers in elementary schools must play an active role in fostering students' interest and talent in soccer, which is crucial for the learning and teaching process.

Previous research has shown that student interest is influenced by both internal and external factors, with internal factors considered more dominant (Mudabighy et al., 2024). However, this research has not fully explained how students interpret the influence of these two factors in their learning experiences, particularly in the context of soccer learning. On the other hand, research by (Kevin et al., 2023) shows that the majority of students show a strong interest in soccer learning, but this research is still descriptive and fails to fully explain the reasons behind this interest.

Furthermore, this second study tends to use a quantitative approach, thus failing to uncover the subjective experiences, motivations, and psychological and social dynamics

underlying student interest. A deeper understanding of how students develop their interests is crucial for designing effective learning strategies. Furthermore, differences in teacher and student perceptions regarding student interest levels have not been thoroughly studied, potentially creating disruptions in the implementation of learning in the field.

Therefore, research using a qualitative approach is needed to more deeply explore the experiences, perceptions, and meanings constructed by students and teachers regarding interest in soccer learning. This approach is expected to provide a more holistic and contextual understanding of the factors influencing student interest.

Previous studies on students' interest in football learning have predominantly employed quantitative survey approaches, focusing mainly on participation levels and motivational scores. Consequently, limited attention has been given to students' subjective experiences, emotional engagement, and contextual meanings toward football learning in elementary schools. Furthermore, few studies have explored how internal and external factors interact in shaping students' interest through a qualitative perspective. Therefore, this study seeks to provide a deeper and more holistic understanding of students' interest in football learning by exploring the experiences and perceptions of both students and teachers.

*The uniqueness of this study lies in its attempt to assess elementary school students' interest in soccer learning through a qualitative approach that emphasizes the*

experiences, perceptions, and meanings constructed by students and teachers. Previous research tends to discuss student interest quantitatively and descriptively, thus lacking a comprehensive explanation of why students are or are not interested in soccer learning. This study goes beyond viewing interest as a number or category, but rather explores how *internal* and *external factors*, limited facilities, teacher learning methods, the influence of mass media, parental support, and students' learning experiences shape their interest in soccer.

The novelty of this study lies in its qualitative exploration of elementary students' interest in football learning by emphasizing students' lived experiences, emotional engagement, and contextual interpretations. Unlike previous quantitative studies, this research provides a more comprehensive understanding of how motivation, teacher roles, family support, facilities, and media exposure interact in shaping students' interest in football learning.

## **B. Methods**

This study employed a qualitative approach with a case study design to explore elementary students' interest in football learning in Jalancagak District. A qualitative case study was considered appropriate because it allows researchers to gain an in-depth understanding of students' experiences, perceptions, and meanings regarding football learning within their natural educational setting. The study focused on identifying how internal and external factors shape students' interest and engagement in football learning activities.

The participants in this study consisted of 12 elementary school students and 2 Physical Education (PJOK) teachers selected through purposive sampling. Students were chosen based on their active participation in football learning activities, willingness to participate in interviews, and ability to provide relevant information regarding their learning experiences. Meanwhile, teachers were selected because they were directly involved in the implementation of football learning at the school. Prior to data collection, informed consent was obtained from teachers and students' parents. Participants were informed that their participation was voluntary, and all information obtained during the research process would remain confidential and used solely for academic purposes.

Data collection was conducted through semi-structured interviews, observations, and documentation. Semi-structured interviews were used to explore participants' perspectives regarding motivation, aspirations, family support, teacher roles, learning methods, facilities, and media influence on football learning interest. Interviews were conducted individually for approximately 20–30 minutes and were audio-recorded with participants' permission to ensure data accuracy. Observations were carried out during football learning activities to examine students' participation, enthusiasm, interaction patterns, and responses during the learning process. Field notes were written systematically after each observation session to document important behaviors and situations occurring in the field. Documentation techniques included collecting photographs of learning

activities, school records, and supporting learning materials relevant to the study.

This study examined several indicators of students' interest in football learning adapted from Toto Susanto's theory and previous studies related to sports interest. The indicators included: (1) personal motivation and aspirations, referring to students' intrinsic encouragement and future goals related to football; (2) family support, including emotional encouragement and parental involvement; (3) teacher roles, referring to teachers' motivation, guidance, and learning facilitation; (4) learning methods, including practice-based and game-based learning approaches; (5) facilities and infrastructure, referring to the availability and adequacy of sports equipment and learning spaces; and (6) media influence, including television, social media, internet content, and football broadcasts that shape students' interest in football.

Data analysis was conducted using thematic analysis assisted by NVivo 12 software. The analysis process began with data transcription from interviews and field notes, followed by data reduction, coding, categorization, and theme identification. Researchers grouped similar statements and interpreted patterns emerging from the data to identify dominant themes influencing students' interest in football learning. Observation and documentation data were used to strengthen and verify interview findings through triangulation techniques. The integration of interviews, observations, and documentation enabled researchers to produce

comprehensive and credible interpretations regarding students' interest in football learning.

To ensure the trustworthiness of the findings, this study applied credibility, dependability, confirmability, and transferability criteria. Credibility was achieved through triangulation of data sources and member checking with participants to confirm the accuracy of interpretations. Dependability was maintained by documenting all stages of the research process systematically. Confirmability was ensured through peer discussion and researcher reflection during the analysis process, while transferability was supported by providing detailed descriptions of the research context and participants.

## **C. Results and Discussion**

### **Result**

The analysis of interview transcripts, observations, and documentation using NVivo 12 generated six major themes related to elementary students' interest in football learning: (1) internal motivation and aspirations, (2) family support, (3) teacher roles, (4) learning methods, (5) facilities and infrastructure, and (6) media influence. These findings were obtained through thematic coding and strengthened through triangulation of interview, observation, and documentation data. The results are presented based on the thematic structure to provide a more systematic understanding of the factors influencing students' interest in football learning.



Figure 1. Word Cloud of Teacher Perspectives

The word cloud analysis from physical education teachers and classroom teachers revealed several dominant keywords, including “support,” “education,” “aspirations,” “facilities,” “media,” and “family.” These words indicate that teachers perceive students’ interest in football as strongly influenced by supportive learning environments and external encouragement. Smaller but still significant words such as “motivation,” “competition,”

“teacher,” “technique,” and “learning” also emerged, suggesting that teachers emphasize both emotional and instructional aspects in football learning. Overall, the findings demonstrate that teachers consider family support, adequate facilities, engaging learning media, and continuous practice as important components in fostering students’ interest and participation in football learning.



Figure 2. Word Cloud of Student Perspectives

The student word cloud analysis identified several dominant themes influencing students' interest in football learning, including "motivation," "aspirations," "family," "teacher," "facilities," and "media." Students expressed that personal motivation and dreams of becoming football players encouraged them to actively participate in football learning activities. Family encouragement and teacher support also contributed significantly to students' enthusiasm

and confidence during learning sessions. In addition, students highlighted the importance of adequate facilities, such as football fields, balls, and learning equipment, in creating enjoyable learning experiences. The findings also showed that media exposure through television, social media, and football broadcasts increased students' enthusiasm for football and inspired them to improve their skills.

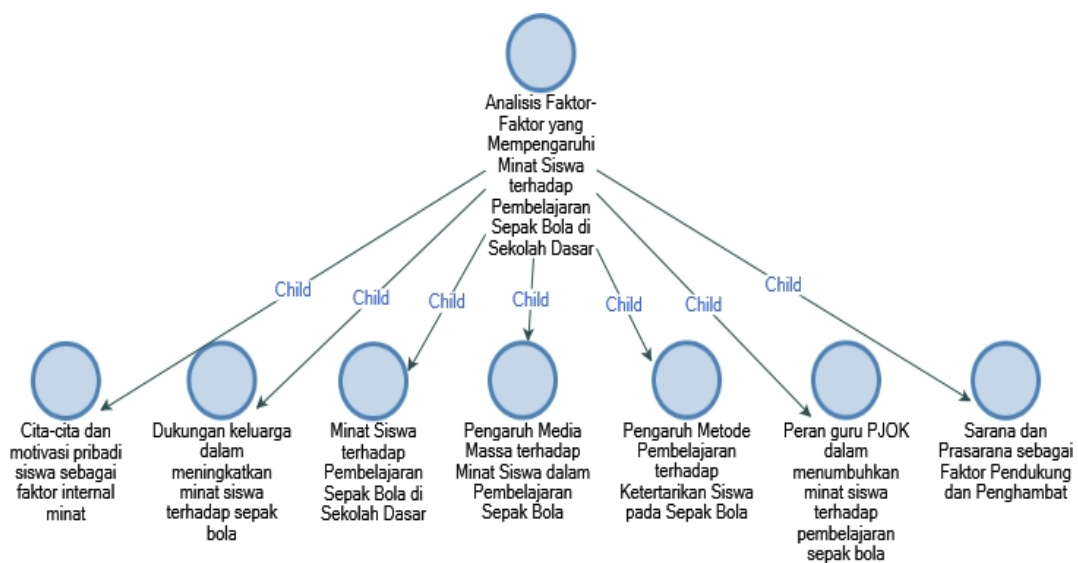


Figure 3. Project Map of Students' Interest in Football Learning

The project map generated through NVivo analysis illustrates the interrelationship among the six major themes influencing students' interest in football learning. Internal factors, such as personal motivation and aspirations, were closely connected with external factors, including family support, teacher roles, learning methods, facilities, and media influence. The analysis indicates that students with strong aspirations and motivation tend to demonstrate higher participation and enthusiasm during football learning activities. Meanwhile, supportive

environmental factors strengthen students' engagement and learning experiences. The project map also demonstrates that learning interest is shaped not by a single factor but by the interaction of multiple personal and environmental influences.

#### 1. Internal Motivation and Aspirations

The findings showed that many students possessed strong intrinsic motivation toward football learning. Students expressed enjoyment in participating in football activities and demonstrated aspirations to become

professional football players. These aspirations encouraged students to participate actively in learning activities, practice enthusiastically, and improve their football skills. Observation data also indicated that students with strong motivation were more engaged during practice sessions and more willing to participate in football-related activities beyond regular classroom instruction.

## 2. Family Support

Family support emerged as an important external factor influencing students' interest in football learning. Students explained that encouragement from parents increased their confidence and motivation to participate in football activities. Several students reported receiving emotional support, permission to practice, and assistance in providing football equipment. Teachers also confirmed that students who received consistent family support tended to demonstrate better participation and stronger commitment during football learning activities.

## 3. Teacher Roles

Teachers played a significant role in fostering students' interest in football learning. The findings revealed that teachers acted not only as instructors but also as motivators and facilitators who created enjoyable and supportive learning environments. Students appreciated teachers who provided encouragement, personal attention, and opportunities for additional practice. Observation data further showed that positive teacher-student interactions contributed to higher student engagement during football

learning sessions.

## 4. Learning Methods

The study found that practice-based and game-based learning methods increased students' interest and participation in football learning. Students responded positively to activities involving mini-games, match simulations, and direct technical practice. These methods made learning more enjoyable and reduced boredom during lessons. Teachers also explained that combining technical drills with interactive games helped students remain focused and actively involved throughout the learning process.

## 5. Facilities and Infrastructure

Facilities and infrastructure were identified as both supporting and inhibiting factors in football learning. Students acknowledged that adequate facilities increased their enthusiasm and comfort during practice. However, observations revealed several limitations, including narrow playing fields, uneven surfaces, and insufficient sports equipment. These conditions sometimes restricted learning activities and reduced training effectiveness. Despite these limitations, students continued to show strong interest and enthusiasm toward football learning activities.

## 6. Media Influence

Media exposure also contributed significantly to students' interest in football learning. Students frequently watched football matches on television, YouTube, and social media platforms, which inspired them to imitate professional football players and improve their skills. Teachers also utilized football videos and digital media during lessons to

increase students' motivation and understanding of football techniques. However, the findings also indicated that excessive media consumption could potentially distract students from direct learning activities if not appropriately guided.

Overall, the integration of interview, observation, and documentation findings demonstrates that students' interest in football learning is shaped by the interaction between internal motivation and external environmental support. Although limited facilities remain a challenge, supportive teachers, positive family encouragement, engaging learning methods, and media exposure contribute significantly to enhancing students' enthusiasm and participation in football learning activities.

### **Discussion**

The findings indicate that elementary students generally show strong interest in football learning, reflected in their enthusiasm, active participation, and enjoyment during learning activities. Students viewed football not only as part of physical education lessons but also as an enjoyable activity closely related to their daily lives. These findings support the theory proposed by Hidi and Renninger (2006), which explains that interest develops through meaningful learning experiences and opportunities for achievement. Furthermore, football learning provides affective and social experiences that strengthen students' engagement in physical education activities.

Internal motivation and personal aspirations were found to be important factors influencing

students' engagement in football learning. Many students expressed dreams of becoming professional football players, which encouraged them to participate more actively during practice sessions. These findings are consistent with Self-Determination Theory proposed by Ryan and Deci (2020), which emphasizes that intrinsic motivation strengthens participation and persistence in learning activities. However, the findings also revealed that high aspirations may create psychological pressure when students feel their abilities do not match their expectations. Therefore, teachers need to provide balanced motivation to maintain students' confidence and enjoyment during learning.

Family support also emerged as a significant external factor shaping students' interest in football learning. Emotional encouragement, parental attention, and support for practice activities increased students' confidence and motivation. These findings are in line with Jiang and Xiao (2024), who found that supportive family environments positively influence adolescents' exercise persistence and self-confidence. Students who received consistent support from their families tended to demonstrate stronger enthusiasm and participation during football learning activities.

The role of physical education teachers was another important factor influencing students' interest. Teachers acted not only as instructors but also as motivators and facilitators who created supportive learning environments. Students appreciated teachers who provided encouragement, personal attention, and opportunities for additional

practice. These findings support previous research by Prayadi and Putra (2022), which explains that teachers play a crucial role in increasing students' motivation and engagement through adaptive learning strategies and supportive interactions.

Learning methods also influenced students' participation and enthusiasm. Practice-based and game-based learning approaches were considered more engaging because they provided direct experiences and reduced boredom during lessons. These findings support the Teaching Games for Understanding (TGfU) approach identified by Novita et al. (2024), which emphasizes active participation and contextual learning in sports education. Students became more motivated when learning activities involved mini-games, match simulations, and interactive practice sessions.

Facilities and infrastructure were identified as both supporting and inhibiting factors in football learning. Adequate facilities increased students' comfort and enthusiasm, while limited fields and insufficient equipment reduced the effectiveness of learning activities. These findings are consistent with Anggraeni et al. (2024), who explained that adequate sports facilities positively contribute to students' participation and learning experiences. Despite these limitations, students continued to demonstrate high interest in football learning activities.

Finally, mass media significantly influenced students' interest in football learning. Television broadcasts, social media, and online football content inspired students to practice and imitate

professional players. Media exposure also helped students understand football techniques and strategies more effectively. These findings align with Tian et al. (2023), who found that media exposure influences sports participation behavior and motivation. However, excessive exposure to entertainment-oriented media may distract students from learning objectives if not properly guided by teachers and parents. Therefore, media should be integrated constructively into football learning to support students' motivation and engagement.

#### **D. Conclusion**

The findings of this study indicate that students' interest in football learning is influenced by both internal and external factors. Internal factors include personal motivation and aspirations, while external factors involve family support, teacher roles, learning methods, facilities, and media exposure. Supportive teachers, engaging learning methods, and positive family encouragement contribute significantly to increasing students' enthusiasm and participation in football learning activities. However, limited facilities and infrastructure remain challenges in optimizing the learning process. Therefore, schools and teachers need to develop adaptive learning strategies and improve learning facilities to support students' interest and engagement in football learning.

#### **E. Acknowledgment**

The author would like to thank all parties who have provided support, guidance, and facilities during the research, especially supervisors 1 and 2 who have helped

me in guiding this article and not forgetting the Physical Education Teachers at elementary schools in Jalancagak District, as well as the school who have helped in data collection and observation. Hopefully this research is useful and the author realizes that there are still many shortcomings, so the author really hopes for constructive criticism and suggestions.

#### F. Conflict of Interest

There is no conflict of interest.

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