



## A Review of High School Students' Interest in Swimming: Descriptive Study of 10<sup>th</sup> Grade Students in Pariaman

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**Abstrac:** This study aimed to determine the interest of tenth-grade students at SMA Negeri 1 Pariaman in swimming sports. This research used a descriptive quantitative method with a survey approach. The population consisted of 341 tenth-grade students, while the sample included 51 students selected through random sampling. The research instrument was a questionnaire consisting of 37 statement items covering internal and external factors affecting students' interest in swimming. Data were analyzed using descriptive statistical techniques in the form of percentages. The results showed that students' interest in swimming was generally in the moderate category. Internal factors were categorized as high, while external factors were categorized as moderate. These findings indicate that students already have good internal motivation toward swimming, although external support such as facilities, family, and environment still needs improvement. Therefore, support from schools and families is needed to increase students' interest in swimming activities.

**Keyword:** Descriptive Study, High School, Students' Interest, Swimming.

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## INTRODUCTION

Education is a structured process for developing students' potential in cognitive, affective, and psychomotor domains (Santoso & Prodjosantoso, 2021). In addition to serving as a means of knowledge transfer, education also plays a role in character building and improving the quality of human resources (W. Kurniawan et al., 2023). In practice, Physical Education, Sports, and Health (PJOK) is a vital component that supports the development of students' physical fitness, motor skills, and social and emotional abilities (Honesti et al., 2025).

Physical education not only emphasizes physical aspects but also plays a role in shaping students' character and personality (Sin & Cahyani, 2022). In addition to improving physical abilities, physical education contributes to the overall mental development of students (Sari et al., 2024). One of the physical education subjects at the high school level is swimming, an activity that engages nearly the entire body and is beneficial for improving physical fitness, particularly cardiovascular endurance, muscle strength, and motor coordination (Mardesia, 2023; Denay, 2019). Swimming ability is also crucial for personal safety, especially in an archipelagic society like Indonesia.

Swimming instruction at the high school level is expected to equip students with basic swimming skills and raise awareness of water safety. However, the development of swimming as a sport in high schools has not yet reached its full potential, particularly regarding facilities and student participation. The success of swimming instruction is also influenced by internal student factors, one of which is interest in learning. Interest is an individual's tendency to be drawn to and find enjoyment in an activity, thereby encouraging active engagement in that activity (Bandhu et al., 2024).

Students' interest in swimming instruction is influenced by the teaching methods used; therefore, the right approach can improve students' skills and interest in swimming (Arhesa & Ma'mun, 2023). Students with a high level of interest tend to be more active and find it easier to understand the techniques being taught (Harackiewicz et al., 2016). Conversely, low interest can hinder the learning process. Fear of water, lack of confidence, and previous negative experiences are some of the factors that make students reluctant to participate in swimming lessons (Coelho et al., 2025). Therefore, teachers play a crucial role in creating engaging and enjoyable learning experiences to boost students' interest.

Based on observations at SMA Negeri 1 Pariaman, the interest of tenth-grade students in swimming lessons remains unclear. This can be seen from the different attitudes shown by students during learning activities, where some students appear enthusiastic, while others are less active and less interested. These differences are reflected in the uneven levels of attendance and participation during swimming lessons. In addition, limited facilities and infrastructure also become obstacles because the school does not yet have its own swimming pool, so learning activities must be carried out in a public swimming pool. This condition makes learning time less effective and requires more intensive supervision. These circumstances indicate a gap between the objectives of Physical Education, Sports, and Health (PJOK) learning and its implementation in practice.

Research on students' interest in swimming is important because interest is one of the main factors influencing students' participation and success in physical education learning. Students who have high interest tend to be more active, enthusiastic, and motivated to participate in learning activities, making the learning process more effective. In addition, swimming is not only beneficial for improving physical fitness but also provides important life skills related to water safety. Therefore, understanding students' interest in swimming can help teachers and schools develop more appropriate learning strategies, improve student participation, and enhance the quality of physical education learning.

Several previous studies have examined students' interest in swimming. Research by Faridah (2022) found that students' interest in swimming was influenced by environmental support and the availability of sports facilities. Similarly, Honesti et al. (2025) reported that students' interest in swimming was generally in the moderate category and was affected by psychological and environmental factors. In addition, Sin and Hudayani (2020) explained that

appropriate swimming teaching methods could increase students' interest and participation in swimming activities.

However, this study differs from previous studies because it specifically focuses on tenth-grade students at SMA Negeri 1 Pariaman and examines students' interest based on both internal and external factors. Furthermore, research related to students' interest in swimming at the senior high school level, particularly in Pariaman, is still limited. On the one hand, swimming plays a vital role in developing students' skills and safety, but on the other hand, its implementation still faces various obstacles. Therefore, research is needed to determine the level of student interest in swimming lessons. Based on this, the author is interested in conducting a study entitled "A Review of the Interest of 10th-Grade Students at State High School 1 Pariaman in Swimming." This study is expected to provide an empirical overview of student interest and serve as a foundation for improving the quality of Physical Education (PJOK) instruction, particularly in swimming lessons.

## METHOD

This study employed a quantitative descriptive method using a survey approach. The quantitative descriptive method was used to describe the level of interest in swimming among 10th-grade students at State Senior High School 1 Pariaman based on data collected in the field. This study does not provide special treatment to the subjects but merely describes the conditions that occur systematically and factually. The study was conducted at State High School 1 Pariaman in April 2026. The variable in this study is students' interest in swimming. The interest in question includes internal and external factors that influence students' interest in participating in swimming lessons.

The population in this study consisted of all 341 tenth-grade students at Pariaman 1 Public High School. Random sampling was used, ensuring that every member of the population had an equal chance of being selected as a research sample (Makwana et al., 2023). The sample size was set at 15% of the total population, resulting in 51 students as research respondents. The research instrument used was a questionnaire with a Likert scale. The response options consisted of Strongly Agree (SS), Agree (S), Disagree (KS), Disagree (TS), and Strongly Disagree (STS) (Iba & Wardhana, 2024). The questionnaire was designed based on indicators of interest, including attention, liking and interest, activities, friends, facilities, family, and environment (Aizat et al., 2024). Internal factors consisted of three indicators, namely attention, liking and attraction, and activities (Apriani et al., 2024), which were described in 20 statement items. Meanwhile, external factors consisted of four indicators, namely peers, facilities, family, and environment (Fadia et al., 2025), which were described in 17 statement items.

Before being distributed to respondents, the instrument was tested for validity and reliability. The validity test was conducted using the Product-Moment correlation technique, while the reliability test used Cronbach's Alpha to determine the consistency of the research instrument. The results showed that all questionnaire items were valid and reliable, indicating that the instrument was appropriate for data collection.

The questionnaire scores were classified into five categories: very high, high, moderate, low, and very low. The category intervals were determined by subtracting the ideal minimum score from the ideal maximum score and then dividing the result by the number of categories. For internal factors, the minimum score was 20 and the maximum score was 100. The interval calculation was as follows:

$$\frac{100 - 20}{5} = 16 \quad (1)$$

Thus, the interval score for the internal factor category was 16. For external factors, the minimum score was 17 and the maximum score was 85. The interval calculation was as follows:

$$\frac{85 - 17}{5} = 13.6 \rightarrow 14 \quad (2)$$

Therefore, the interval score for the external factor category was rounded to 14. These interval scores were used to classify students' interest levels into very high, high, moderate, low, and very low categories.

Data collection was carried out by distributing questionnaires to the respondents. The data obtained were then analyzed using descriptive statistical techniques in the form of percentages to determine students' level of interest in swimming. The percentage formula used is as follows:

$$P = \frac{F}{N} \times 100\% \quad (3)$$

Description:

P = Percentage

F = Frequency

N = Number of respondents.

## RESULT

### Description of Interest Data for Class X Students at Pariaman 1 Public High School

**Table 1.** Analysis of Data on the Interests of Class X Students at Pariaman 1 Public High School

Factor	Indicator	Mean	Max	Min	Standar. D	Varians
Internal	Attention	3,36	5	1	1,09	1,19
	Likes and Interests	3,65	5	1	1,06	1,13
	Activities	3,88	5	1	0,96	0,93
	Friends	3,42	5	1	1,00	1,00
External	Facilities	3,45	5	1	1,01	1,02
	Family	3,19	5	1	1,12	1,27
	Environment	3,38	5	1	1,13	1,27

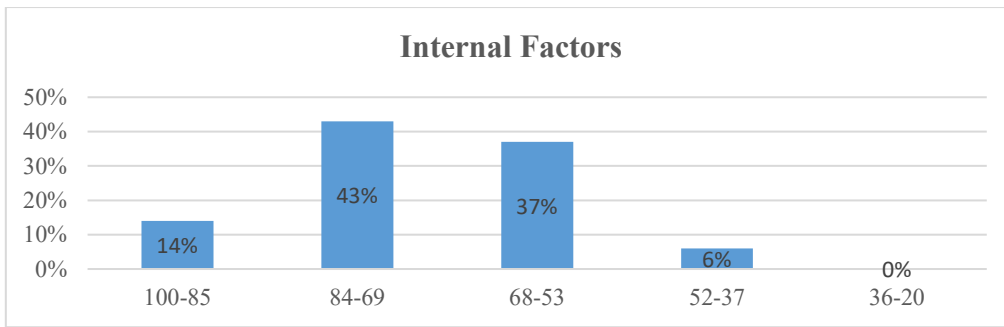
### Internal Factors

Internal factors refer to students' intrinsic interest in swimming. These factors include three indicators: attention, enjoyment and interest, and activity, which are measured through 20 statements scored on a scale of 1–5. The minimum score is 20 and the maximum is 100. The score range is then divided into five categories, resulting in 16 intervals. The research results for all respondents are presented as follows:

**Table 2.** Description of Data on Internal Factors of Interest

Interval	Category	Frequency	Percentage
85-100	Very High	7	14%
69-84	High	22	43%
53-68	Moderate	19	37%
37-52	Low	3	6%
20-36	Very Low	0	0%
Total		51	100%

Based on the table above, the interest of students at State High School 1 Pariaman in swimming, as measured by internal factors, shows that 7 students (14%) fall into the very high category, 22 students (43%) into the high category, 19 students (37%) into the moderate category, and 3 students (6%) into the low category, while no students were found in the very low category. Overall, students' interest in swimming, as assessed by internal factors, falls into the high category. The overview of students' interest based on these internal factors can be seen in the following bar chart.



**Figure 1.** Diagram of Internal Factors Influencing the Interests of Class X Students SMAN 1 Pariaman

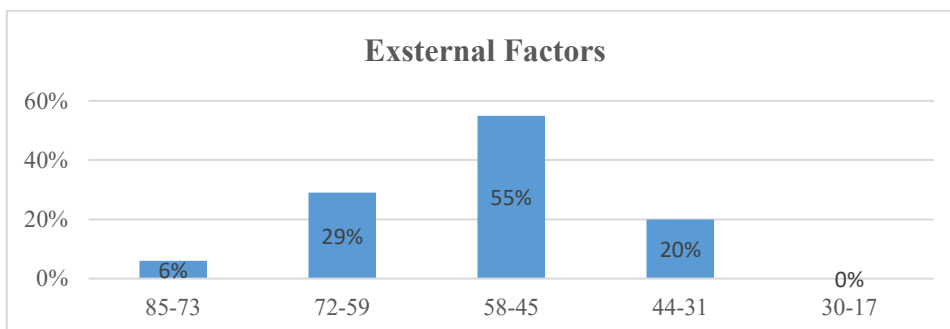
**External Factors**

External factors refer to students’ interest in swimming that is influenced by factors outside of themselves. In this study, external factors include four indicators—friends, facilities, family, and environment which are broken down into 17 statements scored on a scale of 1–5. The minimum score is 17 and the maximum is 85. The score range is then divided into five categories, resulting in an interval of 14. The research results for all respondents are presented as follows:

**Table 2.** Description of Data on External Factors of Interest

Interval	Category	Frequency	Percentage
73-85	Very High	3	6%
59-72	High	15	29%
45-58	Moderate	28	55%
31-44	Low	5	10%
17-30	Very Low	0	0%
<b>Total</b>		<b>51</b>	<b>100%</b>

Based on the table above, the interest of students at State High School 1 Pariaman in swimming, as measured by external factors, shows that 3 students (6%) fall into the very high category, 15 students (29%) into the high category, 28 students (55%) into the moderate category, and 5 students (10%) into the low category, while no students were found in the very low category. Overall, students’ interest in swimming based on external factors falls into the moderate category. An overview of students’ interest based on these external factors can be seen in the following bar chart.



**Figure 2.** Diagram of External Factors Influencing the Interests of Class X Students at SMAN 1 Pariaman

**Internal and External Factors**

In this study, the interest of students at State High School 1 Pariaman in swimming was measured using 37 items rated on a scale of 1–5. Based on the calculations, the ideal minimum score was 37 and the maximum score was 185. The score range was then divided into five categories, resulting in intervals of 30 points. The research results for all respondents are presented as follows:

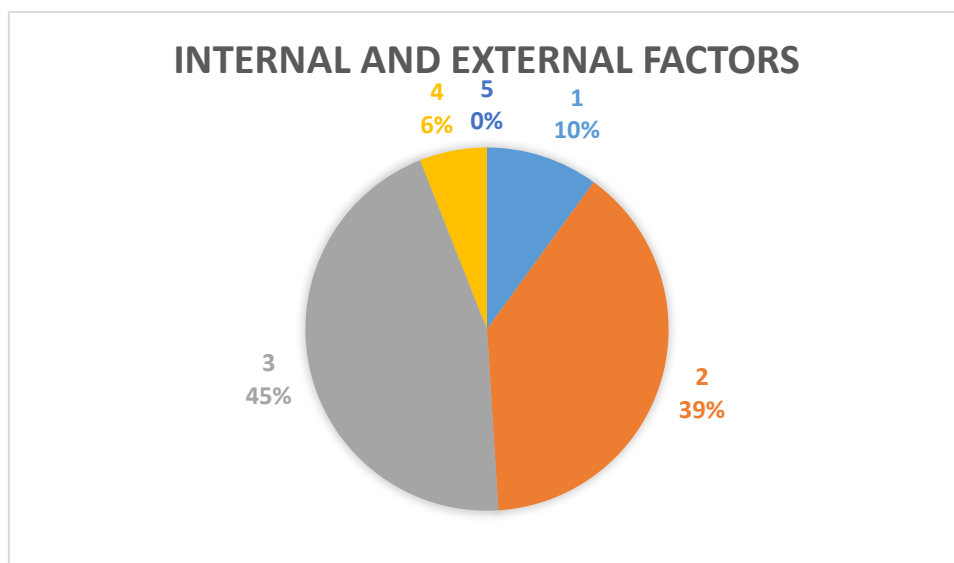
**Table 3.** Description of Data on Internal and External Factors

Interval	Category	Frequency	Percentage
157-185	Very High	5	10%
127-156	High	20	39%
97-126	Moderate	23	45%
67-96	Low	3	6%
37-66	Very Low	0	0%
Total		51	100%

Table 3 shows the overall results of students' interest in swimming based on the combination of internal and external factors. The data indicate that 5 students (10%) were categorized as very high, 20 students (39%) as high, 23 students (45%) as moderate, and 3 students (6%) as low, while no students were included in the very low category. These findings show that the overall interest of students at SMA Negeri 1 Pariaman in swimming is generally in the moderate category.

When viewed from the contributing factors, internal factors showed a higher percentage compared to external factors. Internal factors, such as attention, enjoyment, attraction, and participation in activities, played a stronger role in influencing students' interest in swimming. Meanwhile, external factors, including peers, facilities, family, and environment, provided a moderate contribution to students' interest. This indicates that students already have sufficient motivation and willingness from within themselves, although external support still needs improvement to optimize their interest in swimming activities.

To provide a clearer illustration of the percentage distribution between internal and external factors, the data are presented in the following pie chart:

**Figure 2.** Diagram of Internal and External Factors Student's Interest

## DISCUSSION

Based on the results of the study conducted on tenth-grade students at SMA Negeri 1 Pariaman, it can be concluded that students' interest in swimming is influenced by two main factors, namely internal and external factors. Both factors have different roles in shaping students' levels of interest.

Internal factors were generally categorized as high. This can be seen from the data distribution, where 43% of students were in the high category, followed by 37% in the moderate category and 14% in the very high category. Meanwhile, only 6% of students were in the low

category, and no students were classified in the very low category. These findings indicate that most students already possess internal encouragement, such as enjoyment, interest, and willingness to participate in swimming activities. Among the indicators studied, activity showed the highest tendency, indicating that students' direct involvement in swimming activities is an important factor in developing interest.

The results of this study are supported by the research of [R. Kurniawan et al. \(2021\)](#), which stated that students' interest in physical education is influenced by internal factors such as motivation, enjoyment, and attraction to sports activities. In addition, [Muliani \(2022\)](#) explained that attention, curiosity, and learning motivation are important factors that encourage students to actively participate in the learning process. Therefore, the stronger the students' internal motivation, the higher their interest in participating in swimming lessons.

This study is also strengthened by the findings of [Sin & Hudayani \(2020\)](#), which showed that appropriate swimming teaching methods can increase students' interest and participation in swimming activities. The study explained that students who feel comfortable and enjoy the learning process tend to have greater interest in swimming.

External factors were categorized as moderate. This is shown by the dominance of the moderate category at 55%, followed by the high category at 29%, the low category at 10%, and the very high category at 6%. No students were classified in the very low category. These results indicate that external factors such as peers, facilities, family, and environment have not fully supported students' interest optimally. Family support and environmental conditions still need improvement, as well as the availability of adequate facilities. In fact, these factors play an important role in encouraging students to become more active and interested in swimming activities.

These findings are in line with the research of [Mesra et al. \(2021\)](#), which stated that the learning environment, family support, and learning facilities strongly influence students' learning interest. Similarly, [W. Kurniawan et al. \(2023\)](#) found that limited sports facilities can reduce students' interest in participating in sports learning activities. In the context of this study, the absence of a swimming pool at school became one of the factors influencing students' interest in swimming.

Furthermore, [Jariono et al. \(2022\)](#) found that psychological factors, such as fear of water, lack of self-confidence, and previous negative experiences, can affect students' low interest in swimming lessons. These findings are consistent with the present study, which showed that not all students had a high level of interest in swimming.

Overall, students' interest in swimming was categorized as moderate. This is indicated by 45% of students being in the moderate category, followed by 39% in the high category and 10% in the very high category. Meanwhile, only 6% of students were in the low category, and none were classified in the very low category. These findings indicate that although some students already have good interest in swimming, the overall level of interest is still not optimal.

The findings of this study are reinforced by the research of [Honesti et al. \(2025\)](#), which showed that most students' interest in swimming was in the moderate category. The study explained that students' interest in swimming is influenced by psychological factors and the learning environment. In addition, [Faridah \(2022\)](#) also found that students' interest in swimming tends to range from moderate to high, but is still influenced by environmental support and the availability of sports facilities.

Another study conducted by [Honesti et al. \(2025\)](#) also showed that students' interest in swimming generally falls into the moderate to high category. The study explained that the learning environment, sports facilities, and personal motivation are important factors in increasing students' interest in swimming. These findings support the results of the present study, where internal factors were more dominant, although external factors still played an important role in shaping students' interest.

When comparing the two factors, internal factors appeared to be more dominant in influencing students' interest than external factors. This means that students already have strong internal motivation, but it has not been fully supported by external conditions. Therefore,

increasing students' interest in swimming does not only depend on individual motivation but also requires support from the surrounding environment.

The role of the school is very important in providing adequate facilities and creating a supportive environment for sports activities. In addition, support from family and the community also needs to be improved so that students become more motivated to participate in swimming activities. With a balance between internal and external factors, students' interest in swimming is expected to increase.

## CONCLUSION

Based on the results of this study, it can be concluded that the interest of tenth-grade students at SMA Negeri 1 Pariaman in swimming is generally categorized as moderate. Internal factors showed a higher influence compared to external factors. Most students demonstrated positive interest through enjoyment, attention, and active participation in swimming activities. However, external factors such as facilities, family support, peers, and the learning environment have not fully supported the development of students' interest in swimming.

These findings indicate that students already possess sufficient internal motivation, but improvements in external support are still needed to optimize their participation in swimming lessons. Therefore, schools are expected to provide more adequate facilities and create a supportive learning environment, while teachers and families should encourage students to participate more actively in swimming activities. Future researchers are also encouraged to examine other variables related to swimming interest, such as motivation, self-confidence, learning methods, or swimming achievement, with broader research subjects and settings.

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