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THE ROLE OF RUNNING COMMUNITIES IN PUBLIC INTEREST IN RUNNING PARTICIPATION IN MAJALENGKA REGENCY

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ABSTRACT

Running communities provide social environments where individuals can encounter, experience, and engage in running activities. This study examined the statistical association between the role of running communities and public interest in participating in running activities in Majalengka Regency, Indonesia. We used a quantitative cross-sectional survey design and purposively sampled 210 respondents. We collected data using a structured questionnaire with 20 items measuring the role of running communities and 20 items measuring public interest in participating in running. The community-role variable comprised facilitation, motivation, education, and social support, while public interest comprised attention, attraction, enjoyment, desire, and involvement. We analyzed the data using descriptive statistics, assumption testing, and simple linear regression at the 0.05 significance level. The results showed a positive and statistically significant association between the role of running communities and public interest in running participation.$R = .463$, $R^2 = .215$, $F(1, 208) = 56.800$, $p < .001$). The regression coefficient was 0.802, with the regression equation $Y = 14.430 + 0.802X$. The community-role variable statistically accounted for 21.5% of the variance in public interest, while the model explained 78.5% of the variance. Descriptively, the educator dimension had the highest mean score among community-role dimensions, whereas involvement had the highest mean score among public-interest dimensions. These findings indicate that the perceived role of running communities is a relevant factor statistically associated with public interest in running participation in the studied population. Because the design is cross-sectional and non-experimental, the findings are interpreted as statistical associations and explanatory contributions rather than causal effects.

INTRODUCTION

Physical inactivity remains an important public health concern, as insufficient movement and physical activity are associated with health and economic consequences at the population level (Jayasinghe et al., 2021). Physical activity and sport are therefore relevant components of efforts to support health, with evidence indicating that regular physical activity is associated with a range of health benefits (Malm et al., 2019). From a public health perspective, leisure-time physical activity also represents an important context for understanding how people engage in sport and physical activity beyond formal settings (Berg et al., 2015). Accordingly, promoting participation in accessible forms of sport is not only a matter of individual choice

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but also relates to the environments in which people encounter and experience physical activity.

Sport participation may offer benefits beyond physical health. A systematic review by Eime et al. (2013) identified psychological and social benefits associated with sport participation and emphasized the role of social experiences in sport participation. Similarly, a systematic review of outdoor sports reported benefits for individuals and society, including dimensions related to social interaction and community experiences (Eigenschenk et al., 2019). These perspectives suggest that participation in sport can occur within social environments that provide opportunities for interaction and shared experiences. Such environments are particularly relevant to recreational activities in which participation can take place collectively rather than exclusively as an individual activity.

Running represents one form of physical activity that can be practiced individually or collectively. Research on running-related social environments indicates that running may function as more than an individual physical activity. Hindley (2020), for example, examined parkrun as a shared leisure space and highlighted the social character of participation in running-related activities. Xie et al. (2020) similarly examined a self-organized distance running group and showed how running together was associated with shared experiences within the group. Yang et al. (2022) further examined sports experiences and attitudes within an urban running community, emphasizing the relationship between running participation and social interaction. Taken together, these studies provide a basis for viewing running communities as social settings where participation can be accompanied by interaction and shared sporting experiences.

The role of such communities may also be considered in relation to motivation and willingness to participate. Tsai et al. (2021) examined running within a social exercise platform using self-determination theory and addressed the relationship between social exercise experiences, motivation, and participation in sporting events. In an Indonesian context, Adi and Candra (2024) reported very high motivation among members of running communities in Semarang City, with enjoyment and fitness linked to intrinsic motivation and social interaction contributing to extrinsic motivation. More recently, Rohyana et al. (2026) examined sport motivation, physical activity, and sustainable lifestyle behavior among community runners in Tasikmalaya, Indonesia. These studies indicate that motivation, social interaction, and community-related experiences have been examined in relation to running participation and behavior, but they address constructs that differ from the present study's specific focus.

In the present study, public interest in running participation is understood as a tendency to attend to running-related information, feel attracted to running activities, experience positive feelings toward running, develop a desire to participate, and become involved in running activities. This conceptualization recognizes interest as a multidimensional construct rather than simply a momentary preference. Renninger and Hidi (2011) emphasized that interest involves different dimensions and processes and should therefore be carefully conceptualized and measured. In the context of running, these dimensions provide a basis for examining whether individuals merely notice or become attracted to running or also develop a desire and willingness to participate in the activity.

Although previous studies have provided evidence on running motivation, social interaction, shared leisure experiences, and community runners, the specific role of a running community in relation to public interest in participating in running remains insufficiently addressed in this context. Existing research has examined motivation among running community members (Adi & Candra, 2024), social experiences and interaction within running groups and communities (Hindley, 2020; Xie et al., 2020; Yang et al., 2022), motivation and participation in social exercise settings (Tsai et al., 2021), and broader behavioral outcomes among community runners in Indonesia (Rohyana et al., 2026). However, these studies do not directly examine the perceived multidimensional role of running communities as facilitators, motivators, educators, and sources of social support in relation to public interest in running participation. This distinction provides the empirical position for the present study.

The issue is particularly relevant in Kabupaten Majalengka, where running communities provide opportunities for people to encounter and participate in running activities. Nevertheless, the existence of running communities and their activities cannot by itself establish that these communities are associated with public interest in running participation. Empirical measurement is needed to determine how respondents perceive the community's role and whether variation in that role is statistically associated with variation in public interest. The present study therefore treats the community role as a multidimensional construct encompassing facilitation, motivation, education, and social support, while examining public interest through attention, attraction, enjoyment, desire, and involvement. These dimensions correspond to the operational boundaries established in the research instrument and conceptual framework.

Therefore, this study aims to examine the statistical association between the role of running communities and public interest in running participation in Kabupaten Majalengka, Indonesia. By examining this association quantitatively, the study seeks to provide empirical evidence on the extent to which perceived community role relates to public interest in running participation within the studied population. The study does not aim to establish experimental causality, but to assess the statistical relationship and explanatory contribution of running community role to public interest in running participation.

METHOD

Research Design

This study used a quantitative, cross-sectional survey design to examine the statistical association between the role of running communities and public interest in running participation in Majalengka Regency, Indonesia. The study treated the role of the running community as the independent variable (X) and public interest in running participation as the dependent variable (Y). The research was designed to identify the extent to which variation in the perceived role of running communities was statistically associated with variation in public interest in running participation. Given the non-experimental survey design, the findings are interpreted in terms of statistical association and explanatory contribution rather than experimental causality.

Participants and Sampling

The participants were 210 respondents residing in Majalengka Regency. The researchers selected participants using purposive sampling based on predetermined inclusion criteria. Respondents were required to be at least 17 years old, reside in Majalengka Regency, have knowledge of running communities, have participated in or interacted with running-community activities, be able to complete the questionnaire, and be willing to participate in the study. These criteria ensured respondents had sufficient familiarity with running-community activities to provide relevant responses about the perceived role of the community and their interest in participating in running.

Measures and Instrument

Data were collected using a structured questionnaire with 40 items: 20 measuring the role of running communities and 20 measuring public interest in running participation. The questionnaire used a Likert-scale response format. The questionnaire operationalized the role of running communities through four dimensions: facilitator, motivator, educator, and social support. The facilitator dimension addressed the provision of running activities, participation opportunities, and access to information. The motivator dimension concerned encouragement, invitations, enthusiasm, and appreciation. The educator dimension addressed information concerning running, its benefits, techniques, and safety. The social support dimension covered emotional support, activity support, information support, appreciation, togetherness, and a supportive environment. Public interest in running participation was operationalized through five dimensions: attention, attraction or interest, enjoyment, desire or intention, and involvement. Attention concerned noticing and seeking information about running. Attraction or interest concerned interest in running and willingness to try the activity. Enjoyment concerned positive experiences and feelings associated with running. Desire or intention concerned the willingness to participate and engage in running regularly. Involvement concerned willingness to participate, allocate time, and engage in running activities. The operational structure of both variables followed the dimensions used in the research instrument.

Validity and Reliability

The instrument was tested before its administration to the main sample. Instrument testing involved 85 individuals who were not included in the main study sample. Item validity was examined using the Pearson Product–Moment correlation. The reported results indicated that the 20 items measuring the role of running communities met the specified validity criterion. Reliability was assessed using Cronbach's alpha. The public-interest instrument consisting of 20 items produced a Cronbach's alpha coefficient of .923, indicating high internal consistency.

Data Collection

Data were collected by administering the structured questionnaire to respondents who met the predetermined inclusion criteria. Respondents provided information based on their perceptions and experiences concerning running-community activities and their interest in participating in running. The collected responses were subsequently organized and prepared for statistical analysis.

Data Analysis

The data were analyzed using descriptive statistics and simple linear regression. Descriptive analysis summarized scores for the running community role and public interest in running participation using the mean, median, standard deviation, minimum, and maximum values. Descriptive analysis also examined scores for the respective dimensions of both variables. Before conducting the regression analysis, prerequisite tests assessed residual normality and the linearity of the relationship between the variables. We examined normality using the Kolmogorov–Smirnov test, while assessing linearity using the deviation-from-linearity test. The results indicated that the residuals met the normality assumption and that the relationship between the running community role and public interest in running participation was linear. A simple linear regression analysis was subsequently conducted to examine the statistical association between the role of running communities and public interest in running participation. The regression model was specified as $Y = a + bX$, where Yrepresents public interest in running participation, Xrepresents the role of the running community, $a$represents the constant, and $b$represents the regression coefficient. Statistical significance was evaluated at an alpha level of .05. The coefficient of determination (R^2) was used to assess the proportion of variance in public interest in running participation statistically accounted for by the running community role variable.

RESULT

Participant Characteristics

The study analyzed data from 210 respondents. The sample comprised 113 males (53.81%) and 97 females (46.19%), indicating representation of both groups in the study sample.

Table 1. Participant Distribution by Sex

Sex	n	%
Male	113	53.81
Female	97	46.19
Total	**210**	**100.00**

Descriptive Statistics

The descriptive analysis showed that the running community role variable (X) had scores ranging from 44 to 80, with a mean of 58.943, median of 59.000, and standard deviation of 6.119. Based on the 20-item instrument, the mean corresponded to an average response of 2.947 per item on the five-point Likert scale. Public interest in running participation (Y) ranged from 20 to 81, with a mean of 61.690, median of 62.000, and standard deviation of 10.593. The corresponding average response was 3.085 per item.

Table 2. Descriptive Statistics of the Study Variables

Variable	N	Minimum	Maximum	Mean	Median	SD

Running community role (X)	210	44	80	58.943	59.000	6.119
Public interest in running participation (Y)	210	20	81	61.690	62.000	10.593

The dimensional analysis of the running community role showed that the educator dimension had the highest mean per item (3.070), followed by the facilitator and motivator dimensions, both with a mean of 3.004. The social support dimension had the lowest mean per item (2.829).

Table 3. Descriptive Statistics by Dimension of Running Community Role

Dimension	Items	Minimum	Maximum	Mean	SD	Mean/Item
Facilitator	4	7	18	12.014	2.336	3.004
Motivator	4	5	17	12.014	2.633	3.004
Educator	4	5	17	12.281	2.676	3.070
Social support	8	12	32	22.633	4.215	2.829

For public interest in running participation, involvement had the highest mean per item (3.382), followed by desire (3.255) and attention (3.188). Enjoyment had a mean per item of 2.954, while attraction had the lowest mean per item (2.644).

Table 4. Descriptive Statistics by Dimension of Public Interest in Running Participation

Dimension	Items	Minimum	Maximum	Mean	SD	Mean/Item
Attention	4	4	17	12.752	2.790	3.188
Attraction	4	4	16	10.576	2.709	2.644
Enjoyment	4	4	17	11.814	2.735	2.954
Desire	4	4	17	13.019	2.511	3.255
Involvement	4	4	18	13.529	2.311	3.382

Regression Assumption Testing

The normality test of the regression residuals produced a Kolmogorov–Smirnov/Lilliefors statistic of 0.048 with a significance value of 0.308. Because the significance value exceeded .05, the residuals met the normality criterion. The linearity test produced an F value of 1.232 with a significance value of 0.206 for the deviation from linearity. The significance value exceeded .05, indicating no statistically significant deviation from linearity between the running community role and public interest in running participation.

Table 5. Regression Assumption Tests

Test	Statistic	p	Interpretation
Normality of residuals	0.048	.308	Normal
Deviation from linearity	1.232	.206	Linear

Simple Linear Regression

A simple linear regression analysis examined the statistical association between running community role and public interest in running participation. The model produced an R value of .463, an R^2 of .215, and an adjusted R^2 of .211, with a standard error of 9.411. Thus, the running community role variable statistically accounted for approximately 21.5% of the variance in public interest in running participation.

Table 6. Model Summary

R	R^2	Adjusted R^2	SE
.463	.215	.211	9.411

The regression model was statistically significant, $F(1, 208) = 56.800$, $p < .001$.

Table 7. Regression Model Significance

Source	SS	df	MS	F	p
Regression	5030.681	1	5030.681	56.800	< .001
Residual	18422.200	208	88.568		
Total	23452.881	209			

The regression coefficient for the running community role was positive and statistically significant (B = 0.802, SE = 0.106, t = 7.537, p < .001). The constant was 14.430 (SE = 6.304, t = 2.289, p = .023). The resulting regression equation was Y = 14.430 + 0.802X.

Table 8. Regression Coefficients

Predictor	B	SE	t	p
Constant	14.430	6.304	2.289	.023
Running community role (X)	0.802	0.106	7.537	< .001

The positive regression coefficient indicates that higher scores for perceived running community role were associated with higher predicted scores for public interest in running participation. The statistical model accounted for approximately 21.5% of the variance in the outcome, while the remaining 78.5% was not accounted for by the running community role variable in this model.

DISCUSSION

The findings indicate progressive improvements in students' learning outcomes and classroom activity across the action cycles. The mean cognitive score increased from 60.80 in the pre-action stage to 72.33 in Cycle I and 82.33 in Cycle II, while classical cognitive mastery increased from 20.0% to 83.3% and then to 100.0%. The improvement occurred within an instructional design that combined interactive PowerPoint media delivered through digital television with teacher explanation, demonstration, practice activities, and educational games. Interactive PowerPoint provides a relevant basis for interpreting the improvement in students' cognitive learning outcomes, as Al Fajar and Mayar (2023) examined interactive PowerPoint media in elementary school learning. The visual component may also have helped students connect explanations with representations of shot put movements. Trabelsi et al. (2022) showed the relevance of video modeling and repeated observation in physical education learning, while Rekik et al. (2021) examined video modeling and static pictures for learning movement-related information. These studies provide contextual support for using visual representations, although they do not directly establish that interactive PowerPoint delivered through digital television causes the cognitive improvement observed in the present study.

Shot put performance improved between Cycle I and Cycle II, with the mean score increasing from 72.33 to 82.90 and classical skills mastery increasing from 86.7% to 100.0%. Because skills performance was not measured at the pre-action stage, interpret this result as improvement during the implementation cycles rather than as a pre- and post-intervention gain. Visual and audiovisual representations are relevant to this finding because students were required to understand and perform a sequence of shot put movements. Kok et al. (2020) specifically investigated self-controlled video feedback in a physical education setting using shot put as the motor-learning task, while Ramadhan et al. (2026) examined an audiovisual method in learning the sideways shot put technique. Trabelsi et al. (2025) also examined direct and video observation in motor learning and reported differences in peer-feedback dynamics between observation conditions. Although these studies used different participants, tasks, and instructional arrangements, they provide contextual evidence that observation and audiovisual resources are relevant components of motor-skill learning. In the present study, however, peer feedback was not measured, and the intervention contained several instructional components; therefore, the observed improvement cannot be attributed specifically to video or audiovisual media.

The findings also show that the instructional components involving explanation and demonstration remained important in the learning process. Shot put requires students to understand the relationship between body position, movement sequence, and release, so direct explanation and demonstration gave students opportunities to observe and practice the movement. Fatkhurrohman et al. (2026) examined direct instruction-based learning in shot put, while Firmansah (2025) investigated direct learning strategies using demonstration methods to develop students' motor skills in elementary physical education. These studies are relevant to the instructional process rather than to establishing an identical effect in the present study. In this classroom action research, demonstration was not implemented independently but was integrated with interactive presentation media, guided practice, and educational

games. Therefore, the increase in skills performance from Cycle I to Cycle II is better interpreted as resulting from the combined instructional arrangement and its refinement.

Student and teacher activity also increased from Cycle I to Cycle II. The mean student activity score increased from 3.08 to 3.72, while the teacher activity score increased from 3.15 to 3.79. The improvement followed reflection on Cycle I, which identified difficulties in practice-time management and the clarity of instructions during the educational games. The Cycle II implementation incorporated adjustments to these aspects, providing a more organized learning process. The use of educational games is relevant to the observed student activity because Wardani and Kiptiyah (2024) examined game-based learning using Baamboozle in elementary education and reported outcomes related to student engagement and learning outcomes. However, the present study did not isolate the educational game as an independent component or measure engagement using the same instrument. Thus, interpret the increase in student activity within the overall learning design rather than as an effect of the game alone. The concurrent increase in teacher activity suggests that improvements in instructional organization may have accompanied the increased student participation during Cycle II.

This pattern across cycles aligns with the reflective structure of classroom action research, in which observations from one cycle inform subsequent implementation. Qing-li et al. (2019) discussed action research as a process involving reflective practice in which classroom experiences can inform subsequent instructional decisions. In the present study, Cycle I results were used to refine practice-time management and the delivery of educational-game instruction in Cycle II, after which higher cognitive achievement, skills performance, teacher activity, and student activity were observed. Taken together, the findings suggest that implementing interactive PowerPoint delivered through digital television, combined with explanation, demonstration, practice, educational games, and cycle-based reflection, provided a classroom context in which improvements were observed across the research cycles. Nevertheless, because the study did not use a comparison group or separate the effects of individual instructional components, the findings should be understood as improvements observed within the specific classroom action research context rather than evidence that any single component independently caused the changes.

CONCLUSION

This study concludes that the role of running communities is positively and statistically significantly associated with public interest in running participation in Majalengka Regency. The regression analysis produced $R = .463, R^2 = .215, and\ F\ (1, 208) = 56.800\ with\ p <$ith $p < .001$, indicating that the perceived role of running communities accounted for 21.5% of the variance in public interest. The regression equation, $Y = 14.430 + 0.802X$, indicates a positive statistical relationship between the two variables. Among the dimensions of community role, the educator dimension had the highest descriptive mean, whereas social support had the lowest. For public interest, involvement had the highest mean, while attraction had the lowest. These findings indicate that running-community roles are a relevant factor associated with public interest in running participation within the studied population. However, the

remaining 78.5% of unexplained variance suggests that other factors outside the model may also relate to public interest. Given the cross-sectional, non-experimental design, interpret the findings as statistical associations and explanatory contributions rather than causal effects.

ADDITIONAL INFORMATION

Authors should provide the following information where applicable. Statements that are not relevant to the manuscript may be omitted.

Statement	Description
Acknowledgements	The authors express sincere gratitude to the running communities and respondents in Majalengka Regency who participated in this research and cooperated throughout the data collection process. The authors also thank the Faculty of Teacher Training and Education, Universitas Majalengka, for the academic and institutional support provided during this study.
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Author Contributions	M.N.M.: Conceptualization, Methodology, Investigation, Data Curation, Formal Analysis, Writing—Original Draft. U.S.: Methodology, Formal Analysis, Writing—Review & Editing, Supervision. A.P.: Writing—Review & Editing and Supervision. All authors have read and approved the final version of the manuscript.
Conflict of Interest	The authors declare that there are no financial or non-financial conflicts of interest related to this research or its publication.
Data Availability Statement	The data generated and analyzed during this study are available from the corresponding author upon reasonable request**.** The data are not publicly available because they contain responses obtained from individual participants, and unrestricted disclosure could compromise participant confidentiality.

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