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Survey On Students' Motivation In Participating In Futsal Extracurricular Courses At MTsN 1 Sukabumi

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ABSTRACT	ARTICLE INFO
<p>Motivation is a key determinant in student participation in extracurricular sports activities such as futsal. Various factors influence student motivation, including both intrinsic factors (such as personal interest, enjoyment, and self-goals) and extrinsic factors (such as peer influence, teacher encouragement, or external rewards). This study aims to identify the dominant type of motivation that drives students to participate in futsal extracurricular activities at MTsN 1 Sukabumi. The research employed a descriptive qualitative approach with a survey method conducted during the 2020/2021 academic year, specifically on October 10–11, 2020. The data were collected using a questionnaire instrument distributed to a sample of 30 students from grades VII, VIII, and IX who were actively involved in the futsal extracurricular program. The findings indicate that intrinsic motivation had a higher average score of 3.94 (categorized as high), while extrinsic motivation scored an average of 2.68 (categorized as moderate). This significant difference suggests that student participation in futsal is more strongly influenced by internal factors, such as personal enjoyment and interest in the sport, rather than external pressures or rewards. The study concludes that students at MTsN 1 Sukabumi are more intrinsically motivated to engage in futsal, driven by self-awareness and internal desire for achievement and activity enjoyment. These findings emphasize the importance for educators and extracurricular coaches to foster and maintain students' internal drive through supportive environments, meaningful engagement, and autonomy-supportive instruction, in order to sustain long-term participation and motivation in school sports programs.</p>	<p>Article History: <i>Submitted/Received 27 Jul 2024</i> <i>First Revised 08 Aug 2024</i> <i>Accepted 21 Aug 2024</i> <i>First Available online 27 Sep 2024</i> <i>Publication Date 01 Oct 2024</i></p> <p>Keywords: <i>students motivation,</i> <i>intrinsic motivation,</i> <i>extrinsic motivation,</i> <i>extracurricular,</i> <i>futsal.</i></p>
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1. INTRODUCTION

At this time, sports have received considerable attention, both to improve human quality in physical fitness and to improve achievement (Ortega et al., 2007). (Eime et al., 2013) In general, sports are one of a person's physical and psychological activities that aim to maintain and improve the quality of health. Sports activities are carried out by everyone regardless of age differences. According to (Izquierdo et al., 2002) that sports are body movement activities, starting from the upper and lower limbs. (Vanhees et al., 2005) In addition to being used as a healthy activity, it is also used as an activity to fill free time and can also be used as a means to hone one's abilities in sports or a place to become a professional athlete and also a sports achievement.

Futsal is a game played by two teams, each team consisting of five players, including one goalkeeper (Paz-Franco et al., 2014). The goal of futsal is the same as soccer, which is to put the ball into the opponent's goal as many times as possible and to keep the goal from being conceded (Agras et al., 2016). A team is declared the winner if they manage to put the ball into the opponent's goal more times than the opposing team, and if the number of goals scored by both teams is the same, the game is declared a draw (Locke & Latham, 2016). Almost all futsal games are played with the legs or feet, except for the goalkeeper who is allowed to play the ball with his arms or hands in his goal area (Szwarc et al., 2014). According to (Corrêa et al., 2012) that "Futsal is a dynamic sport, where the players are required to always move and require good technical skills and high determination."

2. METHODS

The research method used in this study is descriptive qualitative with one variable, the method used is a survey method with a questionnaire or questionnaire for data collection. The descriptive method is a research method to create a picture of a situation or event, so this method is intended to conduct a mere accumulation of basic data.

1. Population

Population is the subject to be investigated, who stated that "population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are applied by researchers to be studied and then conclusions are drawn. That population is a group of individuals who have the same characteristics. The population in this study were all students who participated in the futsal extracurricular at MTsN 1 Sukabumi, totaling 30 people. The results of this study to find out students' motivation in participating in extracurricular futsal activities.

2. Sample

The sampling technique used in this study is *non-probability sampling* with a saturated *sampling method*. That saturated *sampling* is a sample that represents the population. This is done because the population is relatively small, 30 people. Another term for saturated *sampling* is census, where all members of the population are used as *samples*, so the sample of this study is all students who participate in the futsal extracurricular as many as 30 students at MTsN 1 Sukabumi.

Research Procedures (*Procedures*)

Research procedures are carried out so that a research can be achieved. Research procedures start from research planning to making research reports. The research procedures can be seen in Figure 1.

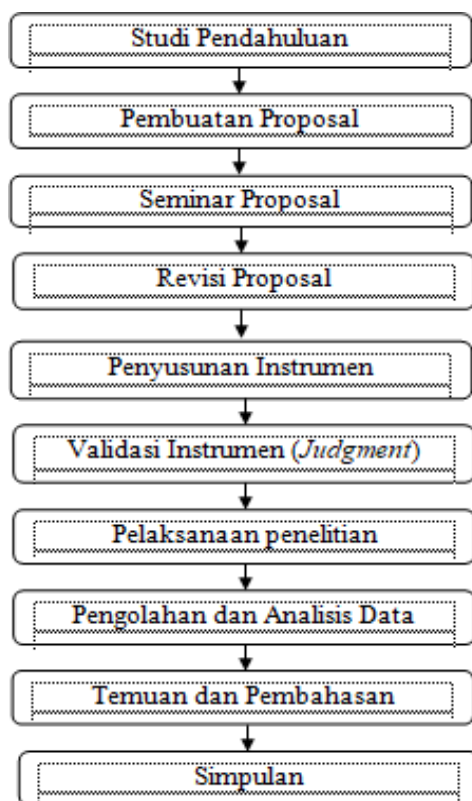


Figure 1. Procedures Research

3. Data Analysis

In this study, data collection was carried out using a questionnaire as a research instrument. The data analysis technique in this study was the percentage technique. This analysis was chosen because it was in accordance with the research objective, namely to describe the motivation of MTsN 1 Sukabumi students in participating in futsal extracurricular activities. The formula for percentage is as follows:

$$P = \frac{f}{N} \times 100\%$$

Information :

f : Frequency whose percentage is sought

N : *Number of Cases* (number of frequencies/number of individuals)

P : Percentage number

The data obtained were then analyzed using descriptive analysis techniques in the form of percentages. In Table 1 which refers to the details of the percentage analysis categories will be explained with the following criteria:

Table 1. Questionnaire Percentage Analysis

No	Presentation	Information
1	80-100%	Very well
2	66-79%	Good
3	56-65%	Enough
4	40-55%	Not enough
5	<39%	Fail

a. Analysis of Student Response Data in Participating in Futsal Extracurricular Activities

The calculation of student response analysis aims to determine student motivation in participating in futsal extracurricular activities. The aspects of student motivation indicators in participating in futsal extracurricular activities include:

- 1) Intrinsic Motivation
 - a) Aspect of curiosity/knowning (*to know*)
 - b) Aspects of things to accomplish (*to accomplish things*)
 - c) Stimulation aspect (*to experience stimulation*)
- 2) Extrinsic Motivation
 - a) Aspects of seeking experience from the environment (*identified regulation*)
 - b) Aspect of having self-esteem or pride (*introjected regulation*)
 - c) External aspects (*external regulation*)

Based on several attitude scale indicators above for the first category, namely about student motivation in participating in extracurricular activities, consisting of 12 statements, and extrinsic motivation consisting of 12 statements also about student motivation in participating in extracurricular activities at MTsN 1 Sukabumi.

In this study, there are 24 statements, including 12 positive statements and 12 negative statements. The questionnaire results were analyzed using a *Likert model assessment scale* with the following stages:

- 1) Calculate the average respondent score using the following formula:

$$p = \frac{\sum f_x}{N}$$

Information:

Q : Long class interval

$\sum f_x$: Amount data

N : Amount sample

- 2) Add up the answer scores for each question item in each question. category based on type positive negative statements can be seen in Table 2 and the Questionnaire Qualification Categories in Table 3 below:

Table 2. Score Attitude Scale

Answer	Score	
	Statement Positive	Statement Negative
SS (Strongly agree)	5	1
S (Agree)	4	2
RR (doubtful)	3	3
TS (Don't agree)	2	4
STS (Very Disappointing) Agree)	1	5

Table 3. Questionnaire Qualification Categories

Qualification	Category
0.00 – 1.50	Very low
1.50 – 2.50	Low
2.50 – 3.50	Currently
3.50 – 4.50	Tall
4.50 – 5.50	Very high

3. RESULTS

The students' response to the intrinsic motivation aspect in participating in futsal extracurricular activities was higher than the students' response to the extrinsic motivation aspect in participating in futsal extracurricular activities. This shows that students give a good and positive response in participating in futsal extracurricular activities in the intrinsic aspect. The average value of intrinsic motivation is 72.44% with a good category while the average value of extrinsic motivation is 57.67 with a sufficient category. Intrinsic motivation is more dominant in influencing students in participating in futsal extracurricular activities at MTs. Wahid Hasyim 02 Dau Malang, as evidenced by the calculation of the intrinsic motivation questionnaire with a very good category while extrinsic motivation with a failed category. Motivation is a strong drive or desire that comes from within a person. The stronger the intrinsic motivation a person has, the greater the possibility of showing strong behavior to achieve goals.

Based on the results of the distribution of the questionnaire, the most dominant intrinsic motivation that influences students to participate in futsal extracurricular activities is in question number four which contains a positive statement, namely that students participate in futsal extracurricular activities because they want to become reliable and professional futsal players, which is at a percentage of wanting to become reliable and professional futsal players, which is at a percentage of 93.33%. While from the results of the distribution of the questionnaire, the most dominant extrinsic motivation that influences students to participate in futsal extracurricular activities is in question number 8 which contains a positive statement, namely that students want to become reliable futsal athletes, which is at a percentage of 86.67%.

Intrinsic motivation aspect of things to accomplish (*to accomplish things*), is a motivation related to activities that arise from the pleasure and satisfaction obtained from the effort to compete, create, or complete something. Individuals interact with the environment with the aim of feeling competent and to form unique skills.

4. DISCUSSION

a. Intrinsic Motivation

1) The aspect of curiosity or knowing

The questionnaire distributed to students who participated in the futsal extracurricular activity containing the curiosity aspect (*to know*) is found in statements number 1, 2 and 3. Question number one is a form of positive statement containing a statement about students wanting to be better at playing futsal techniques by 92.67%, question number two is a form of negative statement containing a statement about students not liking the futsal training program at school by 46.00% and question number three is a negative statement containing a statement about students not being challenged in practicing futsal at MTsN 1 Sukabumi by 56.67%. In this case, the curiosity aspect or knowing referred to is the knowledge factor. (Oudeyer & Kaplan, 2009) This type of intrinsic motivation is related to several goals such as exploration, curiosity, learning goals, intrinsic motivation to learn and the need to know a science. According to (Valerio, 2012) "Students those who have intrinsic motivation have the goal is to become someone who is educated, has high knowledge and has expertise in a particular field, there is two factors that can influence learning, namely internal factors and external factors". Internal factors are those that exist within the individual when learning, includes physical factors, psychological factors and the learning activities of the students themselves. While external factors are factors which comes from outside the individual, namely the family and environment (Hanrahan, 1998).

So it can be concluded that students who take part in the futsal extracurricular at MTsN 1 Sukabumi because of their desire to have high knowledge without any encouragement from others. This is indicated by the motivation of students to follow the futsal extracurricular at MTsN 1 Sukabumi because they want to have better techniques in playing futsal.

2) Things to accomplish (*to accomplish things*)

In the aspect of things to accomplish (*to accomplish things*), there is statement number four in the form of a positive statement which contains information about students taking part in futsal extracurricular activities because they want to... become player futsal Which reliable and professional by 93.33%. In this case, the aspect of what is to be achieved is the skill factor. a concrete example of a student learning is to gain new knowledge or skills in order to change their behavior from not knowing to knowing. Each student has different skills (Wulf et al., 2010). According to (Kahu et al., 2017) Usually, each student likes a particular field because of their interests and talents as well as their abilities and skills, so that this is what drives students to improve their skills and abilities.

So can concluded that matter What students want to achieve can be achieved by improving the skills that students have, namely by increasing the motivation that students have. This is marked by motivation join the futsal extracurricular because you want to become a skilled futsal player (Williams & Williams, 2011).

3) Stimulation (*to experience stimulation*)

In the aspect of stimulation (*to experience stimulation*), there is statement number five in the form of a negative statement which contains information about students taking part in extracurricular futsal because they do not like competing with friends during practice.

as big as 70.67% And statement Number six is a positive statement that contains students who follow futsal extracurricular activities because by practicing futsal they become more enthusiastic by 75.33%. according to (Krippendorff, 2004) In this case, the stimulation aspect what is meant is the satisfaction factor. states that someone who is driven by intrinsic motivation will only be satisfied if the activity carried out has achieved the desired results in the activity carried out. Individual goals are important in achieving satisfaction in an activity carried out. Students who are intrinsically motivated will have sincerity in carrying out each of their activities.

So it can be concluded that stimulation occurs when someone is involved in an activity with the aim of experiencing a change or sensation, for example, the desired satisfaction is achieved, this is indicated by the motivation of students to participate in extracurricular futsal activities because by practicing futsal, students become more enthusiastic (Wiyono & Sumpena, 2018).

B. MOTIVATION EXTRINSIC

1) Seeking experience from the environment (*identified regulation*)

In the aspect of *seeking experience from the environment (identified regulation)* there is statement number seven in the form of negative statements containing information about students participating in futsal extracurricular activities Because forced follow (Tannehill et al., 2016).

futsal extracurricular because they were forced by the sports teacher amounted to 32.67% and statement number eight is a positive statement containing about students taking part in futsal extracurricular because they want to become reliable futsal athletes amounting to 86.67%.

(Keegan et al., 2009) In this case, the aspect of seeking experience from the environment (*identified regulation*) in question is the environmental factor. the environment is place interaction, adapting and developing oneself with others. Thus, students must be more motivated if there are families or teachers, friends and the surrounding environment that support and encourage the improvement of abilities in the field of sports.

In the results of the questionnaire, number eight had the highest percentage in the aspect of *identified regulation*, where students took part in extracurricular futsal activities because they wanted to become an athlete futsal that reliable. So it can be concluded that most students think that encouragement from the environment is not motivating. participant educate in participating in extracurricular futsal at MTsN 1 Sukabumi.

2) Having self-esteem or pride (*introjected regulation*)

In the aspect of having self-esteem or pride (*introjected regulation*), there is statement number nine in the form of a positive statement which contains information about students taking part in futsal extracurricular activities because they want to be the best player in schools by 46.00%. (Brophy, 1999) In this case, the aspect of having self-esteem or pride (*introjected regulation*) in question is the appreciation factor. Appreciation is very effective in motivating students to do assignments, both assignments that must be done immediately, and assignments that take place continuously, also without forgetting age, gender, and ability. base. Every individual As humans, we definitely want praise or criticism, and this is a normal thing because it will increase our motivation, but there are also those who do not get praised or criticized and will show good results.

In the percentage of questionnaire number nine, it contains statements about students participating in futsal extracurricular activities. Because want to become player best in school. So it can be concluded that most students consider that the drive from self-esteem

or pride does not motivate students to participate in futsal extracurricular activities at MTsN 1 Sukabumi.

3) Aspect from outside (*external regulation*)

In the external aspect (*external regulation*) there is statement number ten in the form of a negative statement which contains information about students taking part in extracurricular futsal because they do not want to receive praise from... friends or sports teachers by 55.33%. In this case, the external aspect in question is in the form of gifts. states that rewards are a tool to motivate students as a behavioral reinforcer. learners. So it can be concluded that most students consider that external pressure (*external regulation*) of pride does not motivate students to participate in the futsal extracurricular at MTsN 1 Sukabumi.

5. CONCLUSION

Based on the results of the research on student motivation in participating in extracurricular futsal activities at MTsN 1 Sukabumi, it can be concluded that intrinsic motivation is the most dominant factor in encouraging student participation. This is indicated by an average score of 3.94, which is included in the high category, indicating that internal motivation such as personal interest, enjoyment of futsal, and the desire to improve their skills are the main reasons students are actively involved in these activities. Meanwhile, extrinsic motivation, such as peer influence, teacher encouragement, or the desire for recognition, obtained an average score of 2.68, which is classified as moderate. Thus, it can be concluded that although external factors still play a role, students' internal motivation is much more influential in their involvement in extracurricular futsal. This finding indicates the importance of a coaching approach that focuses on strengthening students' personal interests and goals in order to sustainably increase their participation in school sport activities.

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