



## A Descriptive Analysis of Students' Intrinsic and Extrinsic Motivation in Participating in Futsal Extracurricular Activities

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### Abstract

Students' motivation plays a crucial role in determining their participation and engagement in school-based extracurricular activities, particularly in sports. However, differences between intrinsic and extrinsic motivation among students are not always clearly identified. This study aims to analyze the level of students' intrinsic and extrinsic motivation in participating in futsal extracurricular activities at SMP Negeri 7 Mataram. A descriptive quantitative research design was employed involving 20 students who were selected using total sampling. Data were collected through a structured questionnaire consisting of 20 items based on intrinsic and extrinsic motivation indicators, measured using a four-point Likert scale. The data were analyzed using descriptive statistical techniques in the form of percentages. The results indicate that students' overall motivation falls into the low category, with a score of 21.12%. This finding suggests that students' participation in futsal extracurricular activities is not yet driven by strong motivational factors, particularly intrinsic motivation. Therefore, it is necessary to improve coaching strategies, provide more supportive training environments, and enhance student engagement to foster higher levels of motivation.

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## INTRODUCTION

Physical education plays a significant role in promoting students' physical fitness, motor skill development, and positive character formation, including discipline, cooperation, and honesty. In addition to formal learning, extracurricular activities serve as an important platform for students to develop their interests, talents, and social skills. One of the most popular extracurricular sports among junior high school students is futsal, which is a modified form of soccer played on a smaller field with fewer players (Hakim, 2022). Due to its dynamic and engaging nature, futsal is widely favored by students and has become an effective medium for physical activity and skill development.

Participation in extracurricular activities, however, is strongly influenced by students' motivation. Motivation can be defined as an internal and external drive that encourages individuals to act, achieve goals, and remain engaged in certain activities (Aminudin, 2022). In the context of sports, motivation is generally classified into intrinsic motivation, which arises from personal interest and enjoyment, and extrinsic motivation, which is influenced by external factors such as rewards, social environment, and facilities (Yuliasari, 2013). Both types of motivation play a crucial role in shaping students' participation and persistence in extracurricular activities.

Previous studies have highlighted the importance of motivation in sports participation. For instance, Aminudin et al. (2022) found that students' motivation significantly influences their involvement in futsal extracurricular activities. Similarly, Hakim et al. (2022) reported that students' interest in futsal extracurricular programs tends to be relatively high, particularly when supported by appropriate facilities and coaching strategies. In addition, research by Arifin et al. (2023) emphasized that both internal factors (such as self-confidence and personal goals) and external factors (such as environment and coaching) contribute to students' performance and participation in sports activities.

Despite these findings, most previous

studies have primarily focused on students' interest or general motivation without clearly distinguishing between intrinsic and extrinsic motivation, especially in the context of junior high school extracurricular activities. Furthermore, variations in school environments, training quality, and student characteristics may lead to different levels of motivation, which require further investigation.

Based on preliminary observations conducted at SMP Negeri 7 Mataram, it was found that students' participation in futsal extracurricular activities tends to be inconsistent. Some students show low discipline, irregular attendance, and limited engagement during training sessions, except when competitions or matches are approaching. This condition indicates that students' motivation may not yet be optimal and requires further analysis.

Therefore, this study aims to analyze the level of students' intrinsic and extrinsic motivation in participating in futsal extracurricular activities at SMP Negeri 7 Mataram. The findings of this study are expected to provide valuable insights for teachers and coaches in designing more effective training programs and strategies to enhance students' motivation and participation in extracurricular sports activities.

## METHOD

### Research Design

This study employed a descriptive quantitative research design to analyze students' intrinsic and extrinsic motivation in participating in futsal extracurricular activities. The quantitative approach was chosen to obtain measurable and objective data regarding students' motivational levels.

### Participants

The participants of this study were 20 students of SMP Negeri 7 Mataram who actively participated in futsal extracurricular activities. The sampling technique used was total sampling, meaning that all members of the population were included as research subjects to represent the actual condition of the group.

### Instruments

Data were collected using a structured questionnaire consisting of 20 items developed based on indicators of intrinsic and extrinsic motivation, as suggested by Yuliasari (2013) and Aminudin (2022). Intrinsic motivation indicators included personal interest, enjoyment, self-ability, and internal drive, while extrinsic motivation indicators covered environmental factors, peer influence, facilities, and external encouragement.

Each item was measured using a four-point Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree). The use of a four-point scale was intended to avoid neutral responses and to encourage respondents to express clear attitudes toward each statement.

### Validity and Reliability

The validity of the instrument was tested using the Pearson Product-Moment correlation technique, where each item was correlated with the total score. Items with a correlation coefficient (r-count) higher than the r-table value at a significance level of 0.05 were considered valid.

The reliability of the instrument was tested using Cronbach's Alpha coefficient. A reliability coefficient value of  $\alpha \geq 0.70$  indicates that the instrument is reliable and consistent in measuring students' motivation.

### Procedure

Data collection was conducted by distributing the questionnaire directly to students participating in the futsal extracurricular activity. Respondents were asked to complete the questionnaire honestly based on their personal experiences. In addition, observations were conducted to support the questionnaire data, particularly in relation to students' attendance and participation during training sessions.

### Data Analysis

The collected data were analyzed using descriptive statistical techniques in the form of percentages. The total score obtained from the

questionnaire was calculated and converted into a percentage using the following formula:

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

where  $P$  represents the percentage,  $F$  is the obtained score, and  $N$  is the maximum possible score.

The results were then interpreted based on the following criteria:

Percentage Range	Category
81 - 100%	Very High
61 - 80%	High
41 - 60%	Moderate
21 - 40%	Low
0 - 20%	Very Low

This categorization was used to determine the level of students' intrinsic and extrinsic motivation in participating in futsal extracurricular activities.

## RESULTS

The results of this study describe the level of students' intrinsic and extrinsic motivation in participating in futsal extracurricular activities at SMP Negeri 7 Mataram. Data were obtained through a questionnaire consisting of 20 items measured using a four-point Likert scale and analyzed using descriptive statistics in the form of percentages.

### Overall Motivation Level

Based on the data analysis, the overall level of students' motivation was 21.12%, which falls into the low category (21–40%). This indicates that students' motivation to participate in futsal extracurricular activities is relatively low and not yet optimal.

### Distribution of Motivation Scores

To provide a clearer description of the findings, the distribution of students' motivation levels is presented in Table 1.

No	Motivation Level	Percentage	Category
1	81 - 100%	0%	Very High
2	61 - 80%	10%	High
3	41 - 60%	25%	Moderate
4	21 - 40%	45%	Low
5	0 - 20%	20%	Very Low

Table 1. Distribution of Students' Motivation category

The table shows that the majority of students fall into the low motivation category, indicating limited enthusiasm and engagement in extracurricular participation.

### Intrinsic and Extrinsic Motivation

Furthermore, the results were analyzed

Table 2. Intrinsic and Extrinsic Motivation Scores

Motivation Type	Percentage	Category
Intrinsic Motivation	25.00%	Low
Extrinsic Motivation	17.24%	Very Low

based on intrinsic and extrinsic motivation components, as presented in Table 2.

The findings indicate that intrinsic motivation is slightly higher than extrinsic motivation, although both remain in the low category. This suggests that students' participation is not strongly driven by internal interest or external support factors.

### Indicator-Based Analysis

A more detailed analysis was conducted based on motivation indicators, including personal interest, self-ability, peer influence, and

Indicator	Percentage	Category
Personal Interest	28%	Low
Self-Ability	26%	Low
Peer Influence	20%	Very Low
Facilities	18%	Very Low

facilities.

Table 3. Motivation Indicator

The results show that personal interest and self-ability contribute relatively more to

students' motivation compared to external factors such as peer influence and facilities. However, all indicators remain within low or very low categories.

### Summary of Findings

Overall, the results demonstrate that students' motivation in participating in futsal extracurricular activities is still limited. Although some level of motivation exists, it is not sufficiently strong to encourage consistent participation and active engagement.

### DISCUSSION

The findings of this study indicate that students' motivation in participating in futsal extracurricular activities at SMP Negeri 7 Mataram is generally categorized as low, with an overall score of 21.12%. This result suggests that students' engagement in extracurricular sports is not yet supported by strong motivational factors, either intrinsically or extrinsically. Although some students demonstrate interest and participation, their involvement tends to be inconsistent and situational, particularly increasing only when competitions or external demands are present.

From a theoretical perspective, motivation plays a central role in influencing individuals' behavior, persistence, and performance in activities. According to Self-Determination Theory (SDT), motivation is divided into intrinsic and extrinsic components, where intrinsic motivation refers to engagement driven by personal interest and enjoyment, while extrinsic motivation is influenced by external rewards or pressures. In this study, intrinsic motivation (25.00%) was found to be slightly higher than extrinsic motivation (17.24%), although both remain in the low category. This indicates that students have not yet developed a strong internal drive to participate consistently in futsal extracurricular activities.

These findings are consistent with previous research emphasizing the importance of motivation in sports participation. Aminudin et al. (2022) stated that motivation significantly

influences students' involvement in extracurricular activities. Similarly, Hakim et al. (2022) found that students' interest in futsal activities can be relatively high when supported by appropriate coaching and facilities. However, the present study shows lower motivation levels compared to these findings, suggesting that contextual factors such as training quality and environmental support may differ.

Furthermore, Arifin et al. (2023) highlighted that both internal factors (such as self-confidence and personal goals) and external factors (such as environment and coaching) contribute to students' participation in sports. In line with this, the current study found that indicators such as personal interest and self-ability scored higher than external factors like peer influence and facilities. This suggests that while internal motivation exists, it is not sufficiently reinforced by external conditions.

Several factors may explain the low level of motivation observed in this study. First, limited facilities and inadequate training environments may reduce students' enthusiasm for participation. Second, inconsistent coaching strategies and lack of structured training programs may fail to stimulate students' engagement. Third, social influences, including peer support and school culture, may not sufficiently encourage active participation. Additionally, students may perceive extracurricular activities as secondary to academic responsibilities, which can further reduce their motivation.

Overall, the findings highlight the need for more effective strategies to enhance students' motivation in extracurricular sports. Improving coaching quality, providing adequate facilities, and creating a supportive and engaging training environment are essential to foster both intrinsic and extrinsic motivation. By addressing these factors, students' participation in futsal extracurricular activities can become more consistent, meaningful, and oriented toward achievement.

## CONCLUSION

This study concludes that students' in-

trinsic and extrinsic motivation in futsal extracurricular activities at SMP Negeri 7 Mataram is categorized as low (21.12%), indicating that participation is neither strongly driven by internal interest nor adequately supported by external factors. These findings underscore the need for more effective coaching strategies, structured training, and adequate facilities to foster a more engaging extracurricular environment. Teachers and coaches are encouraged to adopt innovative, student-centered approaches to enhance participation and commitment. Future research should involve larger samples and explore additional variables influencing student motivation in sports contexts.

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