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MOTIVATION AND PHYSICAL ACTIVITY: CORRELATION STUDY ON EXTRACURRICULAR SPORTS OF HIGH SCHOOL STUDENTS

Alek Oktadinata [1)], Bangkit Yudo Prabowo [2)], Wawan Junresti Daya[3)], Fitri Diana[4)], Ugi Nugraha[5)], Melinda[6)], Yovhandra Ockta[7)]

[1)] *Universitas Jambi, Jambi, Indonesia*
E-mail: alek_oktadinata@unja.ac.id
[2)] *Universitas Jambi, Jambi, Indonesia*
E-mail: yudhoprabowobangkit@unja.ac.id
[3)] *Universitas Jambi, Jambi, Indonesia*
E-mail: wawanfik@unja.ac.id
[4)] *Universitas Jambi, Jambi, Indonesia*
E-mail: fitridiana16@unja.ac.id
[5)] *Universitas Jambi, Jambi, Indonesia*
E-mail: nugraha@unja.ac.id
[6)]*Universitas Jambi, Jambi, Indonesia*
E-mail: melindabangko@gmail.com
[7)] *Universitas Negeri Padang, Padang, Indonesia*
Email: yovhandra1999@gmail.com

Abstract. Problems arise when students feel less enthusiastic about extracurricular sports activities. This is an indication of the quality of physical activity. This research is a correlational research aimed at finding out whether there is a relationship between motivation and physical activity of students who take part in extracurricular sports at State High School 8 Merangin. This research method uses a quantitative descriptive method. The population in this study was class X extracurricular sports students at State High School 8 Merangin, totaling 118 students. Determining the sample in this study used a simple random sampling technique using the Slovin formula to obtain a sample of 33 students. Data collection used a motivation questionnaire and the international physical activity questionnaire (IPAQ). Based on the results of the data, the overall relationship between motivation and physical activity has a correlation coefficient value of (0.391) in the strong category, the relationship between intrinsic motivation and physical activity has a correlation coefficient value of (0.407) in the strong category and the relationship between extrinsic motivation and physical activity has a correlation coefficient value of (0.135). in the weak category. The conclusion illustrates that there is a positive relationship between motivation and extracurricular sports activities of students at State High School 8 Merangin in the strong category.

Keywords**:** Motivation; Extracurricular Sports; Physical Activity

I. INTRODUCTION

Physical education is an integral part of a comprehensive educational framework and aims to enhance the individual's organically, neuromuscularly, intellectually, and emotionally through physical activity (Ockta & Hardiansyah, 2023; Pitnawati et al., 2023; Safitri et al., 2023). Any body movement that requires energy expenditure falls under the category of physical activity, which is known to positively affect health and well-being (Al Zaki et al., 2023; Insani et al., 2024b; Rambe et al., 2024). Extracurricular activities, which are carried out outside of school hours and can take place inside or outside the school environment, play an important role in student development (Insani et al., 2024a). Among these activities, extracurricular sports are particularly significant because they provide opportunities for students to engage in structured physical exercise and competitive events, which are not only beneficial for physical health but also for developing important life skills (Ferdian et al., 2023; Safitri et al., 2024).

Motivation is the main driver of participation in physical activity (Amin et al., 2023; Haris et al., 2024). Motivation is usually divided into two main types: intrinsic motivation and extrinsic motivation (Ockta et al., 2024). Intrinsic motivation refers to involvement in an activity due to innate satisfaction, such as personal pleasure or a sense of accomplishment (Calderón et al., 2020; Mackenbrock & Kleinert, 2023).

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Meanwhile, extrinsic motivation involves participation that is driven by external rewards or recognition, such as awards, praise, or social approval (Dong & Liu, 2022; Septianti & Frastuti, 2019).

In extracurriculars, it is necessary to understand the motivational factors that affect student participation is very important (Anwar et al., 2024). Motivation affects students' enthusiasm and commitment to the activity (Fernández-Espínola et al., 2020). However, problems arise when students show a lack of enthusiasm or feel uninterested in participating in extracurricular sports, which can be an indication of a lack of motivation (Akhiruyanto et al., 2022). A common problem that is often encountered is the lack of motivation of students towards extracurricular sports (Ramalho & Petrica, 2023). This lack of motivation can manifest in many forms, such as decreased participation rates, reduced effort during activities, and overall disinterest. Several factors contribute to this phenomenon. The demands of academic responsibility often leave limited time and energy for extracurricular activities. The pressure to excel academically can override the importance of physical activity, leading to reduced participation in sports (Maciel et al., 2022).

External factors such as social influences and peer pressure can affect student motivation. For example, if a student's group of friends is not involved in sports, the student may feel less motivated to participate. In addition, a lack of support or encouragement from family and teachers can also reduce motivation. The nature of the sports activity itself can affect motivation. Activities that are considered too challenging or unpleasant can lead to inactivity. In contrast, activities that are perceived as fun and satisfying tend to increase motivation and participation (Delgado et al., 2022). So motivation plays an important role in influencing students' participation in extracurricular sports.

Understanding the factors that influence motivation and implementing strategies to improve it can increase engagement in physical activity. By creating a supportive environment, offering fun activities, setting achievable goals, and providing positive reinforcement, schools can help students develop an ongoing interest in sports (Chinta et al., 2024). This, in turn, can contribute to better physical health, well-being, and overall development. Further research is needed to explore the specific motivational factors that influence students' participation in different types of sports and to evaluate the effectiveness of various motivational strategies. By addressing these aspects, educators and policymakers can better support students in living healthier and more active lifestyles. There is previous research that there is a positive and significant relationship between physical activity and a healthy lifestyle and the level of physical fitness of extracurricular sports participants (Fernandez-Lazaro & Fernández-Lázaro, 2023).

This study aims to explore "The Relationship between Motivation and Physical Activity in Students Participating in Sports Extracurricular Activities at Senior High School 8 Merangin". At Senior High School 8 Merangin, students are involved in various extracurricular sports activities, such as football, basketball, volleyball, athletics, and pencak silat. However, on the field, it is seen that few students really pay attention to their physical activity. Most students tend to adopt an unhealthy lifestyle. The main focus of this study is to get an in-depth picture of the level of physical activity of students at Senior High School 8 Merangin, which has not been measured using the International Physical Activity Questionnaire (IPAQ). The use of IPAQ in this study presents a new challenge in measuring the level of physical activity both among students and the general public in Indonesia, considering that similar measurements have never been used before.

II. METHODS

This research is quantitative descriptive. The research method used in this research is a correlational descriptive method. Correlational research aims to find out whether there is a relationship and if there is, how close the relationship is and whether the relationship is meaningful. The research design used is as follows:

Figure 1. Research Design

Information:
X = The relationship between student motivation towards extracurricular sports
Y = Physical activity of extracurricular sports students

The population of this study was class X students who took part in extracurricular sports at Senior High School 8 Merangin, totaling 118 people. To determine the sample, random sampling was carried out (simple random method). The sample in this study amounted to 33 students aged around 15-18 years. The location of this research was at Senior High School 8 Merangin and was carried out on January 22 – February 12 2024. The physical activity test instruments used in this research were high school adolescent level physical activity statements and questions (IPAQ).

Data collection techniques use questionnaires and documentation. The questionnaire in this study used a closed type motivation questionnaire which was used to determine intrinsic and extrinsic motivation. This research uses a Likert scale. In this questionnaire, respondents only choose the answers Strongly Agree (SS), Agree (S), Undecided (R), Disagree (TS), Strongly Disagree (STS). Data analysis techniques use validity testing, reliability testing and hypothesis testing.

III. RESULTS AND DISCUSSION

In this section, the data will be described as a whole and each of the average values (mean) and standard deviation. In addition, a frequency distribution table and bar diagram of the research data are presented. Descriptive motivation of extracurricular sports students The results of data analysis are described in table form as follows:

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Table 1. Descriptive Statistics

	Female		Male	
n	14		19	
Age	15,43	(0,65)*	15,74	(0,65)*
Weight	48,57	(6,84)*	56	(13,24)*
IPAQ	4972,7	(3840,49)*	5625,78	(3728,25)*
VPA	23774	(1396,89)*	2517,94	(1898,38)*
MPA	2083,6	(3344,44)*	1759,71	(1628,74)*
Walking	514,84	(290,55)*	1348,13	(1416,38)*
Motivation	164,57	(13,24)*	159,53	(12,88)*
Intrinsic	85,90 (7)*			
Extrinsic	73 (6,80)*			

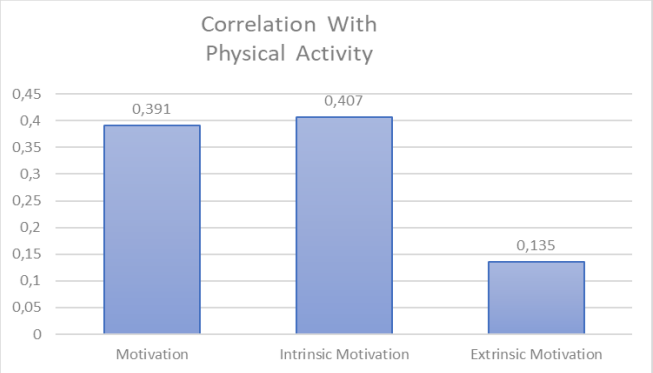

Figure 2. Correlation With Physical Activity

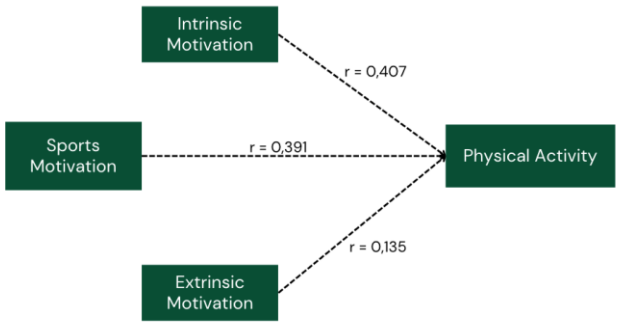

Figure 3. Correlation Coefficient Motivation (Intrinsic and Extrinsic) With PA

The data obtained was then analyzed using simple correlation analysis. The correlation coefficient values for sports motivation and students' intrinsic motivation for physical activity are respectively 0.391 and 0.407 (r table = 0.344), which means there is a significant relationship between sports motivation and motivation. students' intrinsic interest in physical activity. Meanwhile, the correlation coefficient value for external motivation is 0.135, meaning there is no significant relationship with physical activity. The study showed a strong correlation between overall motivation and physical activity, which supports a theoretical framework that states that higher levels of motivation are associated with increased engagement in physical activity. This is in line with research Aoyagi et al (2020) which emphasized that motivation increases participation in extracurricular activities. This relationship highlights the importance of creating an environment that can increase motivation to increase student engagement in sports and physical activity.

When looking at intrinsic motivation specifically, this study shows a strong correlation with physical activity. These findings are consistent with research by Sáez et al (2021) who found that intrinsic motivation, which comes from internal satisfaction and personal interest in activity, plays an important role in maintaining engagement in physical activity. The stronger intrinsic motivation compared to the extrinsic motivation observed in this study highlights the importance of cultivating personal pleasure and satisfaction in sports to encourage sustainable participation. This supports the existing literature that states that intrinsic motivation is a stronger predictor of sustained activity compared to external factors (Fishbach & Woolley, 2022).

Instead, the study found a weak correlation between extrinsic motivation and physical activity. These findings challenge some previous studies, such as the one conducted Plangger et al (2022) implies that extrinsic factors such as rewards and recognition can encourage participation in physical activity. The weak associations observed in this study suggest that while extrinsic motivation may influence early participation, it may not be as effective in maintaining long-term engagement. This may suggest that reliance on external rewards alone is not enough to maintain active participation in extracurricular sports, thus emphasizing the need to balance extrinsic incentives with strategies that increase intrinsic motivation.

Given the strong relationship between intrinsic motivation and physical activity, educators should focus on creating an environment that can foster students' internal drive and personal satisfaction in exercise. This can be achieved by designing programs that emphasize fun, personal growth, and mastery, rather than focusing solely on external rewards. For example, integrating a variety of activities that are interesting and tailored to students' interests can help increase their intrinsic motivation. Physical educators also need to consider strategies to balance intrinsic and extrinsic motivations. Although intrinsic factors are very important, the proper use of extrinsic gifts, such as certificates or public recognition, can complement intrinsic motivation. However, it is important to ensure that these gifts do not override the main goal of fostering genuine interest and enjoyment in physical activity. To implement these strategies effectively, educators may need additional resources and training. Professional development programs that focus on motivational techniques and strategies for creating engaging sports programs can be invaluable. Additionally, schools can invest in resources that support a diverse range of physical activities, ensuring that students have access to a variety of sports and activities that suit their interests.

While the findings from this study provide valuable insights, there are some limitations that need to be considered. The sample size of 33 students (14 females and 19 males) was relatively small, which may limit the generalization of the findings. Larger sample sizes can provide more robust data and improve the reliability of results. In addition, the focus of

research on a single high school may limit the application of these findings to other educational settings or areas. Another limitation is the potential for self-report bias, as data on motivation and physical activity levels are likely to be obtained through self-reported measurements. This can lead to inaccuracies if students exaggerate or underestimate their level of motivation or physical activity. Future research could address this by combining objective measurements of physical activity, such as wearable fitness trackers, and integrating data from multiple sources.

Finally, the cross-sectional design of the study provides an overview of the relationship between motivation and physical activity at a single point in time. Longitudinal studies can offer further insight into how these relationships evolve over time and the impact of various interventions on motivation and activity levels. To address these limitations in future studies, expanding the sample size and covering diverse educational settings will improve the generalization of the findings. Integrating objective measurements of physical activity and using longitudinal designs can also provide a more comprehensive understanding of the dynamics between motivation and physical activity.

IV. Conclusions

This study shows that there is a significant relationship between students' motivation and their level of physical activity in extracurricular sports activities at Junior High School 8 Merangin. The main finding of the study was that students' overall motivation was closely related to their participation in physical activity. Specifically, intrinsic motivation, which relates to personal satisfaction and internal interests, shows a strong correlation with physical activity levels. This indicates that students who have high intrinsic motivation—such as feeling personally happy and satisfied from the activities performed—tend to be more physically active. In contrast, extrinsic motivation, which is driven by external rewards or recognition, shows a weak correlation with physical activity, suggesting that external factors may not be strong enough to encourage long-term participation in sport. Therefore, to increase student participation in extracurricular sports activities, it is important to focus on strategies that can increase intrinsic motivation, such as creating fun programs and focusing on personal growth. Meanwhile, extrinsic motivation can also be used as a complement, but it should not replace the importance of creating interest and internal satisfaction in physical activity. This research underscores the need for a balanced approach to increasing student motivation, as well as the need for additional resources and training for educators to design more engaging and effective sports programs.

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