



Motivation of Grade VII and VIII Students in Participating in Futsal Extracurricular Activities at SMP Setia Nurul Azmi

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Abstract

Objectives:

This study aims to determine the level of motivation among Grade VII and Grade VIII students in participating in futsal extracurricular activities at SMP Setia Nurul Azmi.

Materials and Methods:

This study is a quantitative descriptive study employing a survey method. The population of this study consists of students participating in the futsal extracurricular activity at SMP Setia Nurul Azmi.

Results:

The results of this study regarding the motivation of 7th and 8th grade students participating in the futsal extracurricular activity at SMP Setia Nurul Azmi show the following breakdown: 3 students (13.04%) fell into the very good category; 3 students (13.04%) into the good category; 11 students (47.82%) into the fair category; 5 students (21.74%) into the poor category; and 1 student (4.35%) into the very poor category.

Conclusions:

The motivation of 7th and 8th-grade students participating in the futsal extracurricular activity at SMP Setia Nurul Azmi falls into the fair category, with 11 students (47.82%) in this group. Meanwhile, 3 students (13.04%) are in the excellent category, 3 (13.04%) are good, 5 (21.74%) are poor, and 1 (4.35%) is very poor.

Keywords: Motivation; Extracurricular Activities; Futsal

Introduction

Futsal is a sport that is widely enjoyed by people from various backgrounds because it is easy and relatively inexpensive to play. With only a ball and a suitable playing area, this sport can be played by many people. Futsal has become increasingly popular both in Indonesia and around the world. Futsal is a team sport played by two teams, with each team consisting of five players, one of whom serves as the goalkeeper. The main objective of futsal is to score goals by putting the ball into the opponent's goal while preventing the opposing team from scoring in one's own goal. In addition to the starting players, each team is allowed to have substitute players. Futsal can be played by people of various ages, including children, teenagers, adults, men, and women. This wide accessibility has contributed to the popularity of futsal in Indonesia. Along with the development of futsal in Indonesia, particularly in Medan, numerous futsal competitions for junior high school students are held. Every year, there are two major futsal events that are regularly organized.

The existence of major futsal events held every year has encouraged schools to organize futsal extracurricular activities outside regular school hours. The purpose of extracurricular activities is to broaden students' knowledge, skills, and abilities. In addition, extracurricular activities are intended to support students' development according to their needs and potential, as well as to foster their talents, interests, and enthusiasm for sports. Students' interest and enthusiasm in participating in extracurricular activities are influenced by motivation. Motivation refers to the overall process of movement in the form of encouragement, drive, or reasons arising from an



individual's desire to fulfill certain needs and achieve specific goals. With the development of motivation, individuals are encouraged to carry out their activities enthusiastically. Motivation can come from within the individual (intrinsic motivation) or from external factors (extrinsic motivation). Intrinsic motivation includes physical condition, interests, aspirations, and expectations. Meanwhile, extrinsic motivation includes the environment, facilities, infrastructure, and coaches.

SMP Setia Nurul Azmi is one of the schools that offers several extracurricular activities in the field of sports, including badminton, football, basketball, and futsal. Futsal is one of the extracurricular activities that attracts considerable interest at SMP Setia Nurul Azmi due to the relatively large number of male students at each grade level. The futsal extracurricular activity at SMP Setia Nurul Azmi is conducted every Monday and Thursday from 3:30 p.m. to 5:30 p.m. Western Indonesia Time (WIB) and is attended by students from Grades VII and VIII.

The futsal extracurricular activity at SMP Setia Nurul Azmi has relatively adequate facilities and infrastructure that can be used for training, and the training program is also conducted regularly. However, SMP Setia Nurul Azmi has not yet achieved notable accomplishments in futsal. The futsal extracurricular activity is expected to contribute to students' achievement in junior high school-level futsal competitions. This expectation is based on the various junior high school-level futsal competitions in which the school has participated.

Based on my observations while coaching futsal at SMP Setia Nurul Azmi, several shortcomings were still found in the implementation of the extracurricular activities. At the beginning of the futsal extracurricular program, all participants attended the sessions, and some even arrived ten minutes before the training started. Their enthusiasm at the beginning of the training program was also very high, with a total of 25 participants joining the futsal extracurricular activity. However, over time, participation in the futsal extracurricular activity fluctuated. Some participants were absent or rarely attended the activities for various personal reasons. During the futsal extracurricular sessions, some students tended to lack enthusiasm, engaged in conversations with their peers, and did not pay attention to the coach's instructions during training. However, when a futsal competition was approaching, the students became enthusiastic about training again, and the number of students attending the sessions tended to increase, driven by their desire to participate in the upcoming competition.

The problems that occur during the futsal extracurricular activities are influenced by the lack of strong motivation or encouragement, both from within the students themselves and from their surrounding environment. As a result, students participating in the futsal extracurricular activity are easily influenced by their immediate surroundings. In futsal activities, students not only develop cognitive aspects but also learn affective and psychological aspects, particularly those related to behavior, attitudes, and the development of strong motivation to participate in futsal training. From the affective perspective, several objectives and benefits are expected to be achieved by students through their participation in futsal activities, including developing sportsmanship, a sense of responsibility, willingness to cooperate, the ability to make quick decisions, respect for opponents, and other positive attitudes. From a psychological perspective, encouragement or motivation can be provided to students before or after training so that their enthusiasm and commitment to participating in futsal extracurricular activities can be maintained.

Materials and Methods

Study Design



This study is a quantitative descriptive study. Quantitative descriptive research aims to provide an overview of the subject under study using sample or population data expressed in numerical form. The method employed in this study is the survey method.

Study Participants

The population for this study consists of all 33 students participating in the futsal extracurricular activity. The sample comprises 23 students from grades VII and VIII who participate in the futsal extracurricular activity.

Study Organization

A research instrument is a tool or facility used by a researcher to collect data, making the work easier and yielding better results specifically, data that is more complete and systematic, and thus easier to process. A closed ended questionnaire is one in which the answers are preprovided by the researcher, allowing respondents to simply select the response that best fits their situation.

Statistical Analysis

In terms of response format, the questionnaire used in this study is classified as a closed-ended questionnaire, while its structural design categorizes it as a rating-scale questionnaire. The scoring is based on a Likert scale. A standard Likert scale typically offers five response options: strongly agree, agree, undecided, disagree, and strongly disagree. However, the "undecided" option was omitted to optimize the quality of responses, resulting in four available response alternatives.

Results

Motivation of 7th and 8th-grade students at SMP Setia Nurul Azmi regarding participation in the futsal extracurricular activity. The data analysis describing the motivation of SMP Setia Nurul Azmi students (with a total sample size of N=23) is presented below:

Table 1. Descriptive analysis of the motivation of 7th and 8th-grade students regarding participation in the futsal extracurricular activity at SMP Setia Nurul Azmi.

Descriptive	
Maximum value	2.96
Minimum score	2.35
Average	2.62
SD	0.16

Based on the descriptive analysis in Table 1 above, the overall maximum value is 2.96, while the minimum value is 2.35. The mean value is 2.62, and the standard deviation (SD) is 0.16. The collected data were then converted into a rating scale, yielding the following results:

Table 2. Motivation categories of Grade VII and Grade VIII students participating in futsal extracurricular activities at SMP Setia Nurul Azmi

No	Interval	Category	Frequency
$X \geq 2,85$	Very Good	3	13,04%



$2,69 \leq X < 2,85$	Good	3	13,04%
$2,53 \leq X < 2,69$	Currently	11	47,83%
$2,37 \leq X < 2,53$	Not enough	5	21,74%
$X < 2,37$	Very less	1	4,35%
Total		23	100

Based on Table 4.2 above, the distribution is as follows: very good category, 3 students (13.04%); good, 3 students (13.04%); fair, 11 students (47.83%); poor, 5 students (21.74%); and very poor, 1 student (4.35%). To facilitate understanding of the displayed frequency distribution, the data is also presented in the form of a histogram below:

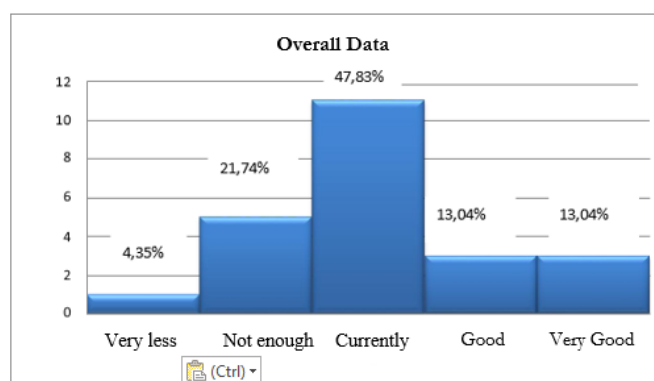


Figure 1. Histogram of motivation among Grade VII and VIII students participating in futsal extracurricular activities at SMP Setia Nurul Azmi

Discussion

This study aims to determine the level of students' motivation in participating in futsal extracurricular activities at Setia Nurul Azmi Junior High School. Based on the description of the research results, students' motivation in participating in futsal extracurricular activities at Setia Nurul Azmi Junior High School was categorized as moderate, with an average score of 2.62 from 23 respondents. The students' motivation was categorized as very high for 13.04% (3 students), high for 13.04% (3 students), moderate for 47.83% (11 students), low for 21.74% (5 students), and very low for 4.35% (1 student).

For the internal motivation items, 4 students (17.39%) were categorized as very good, 1 student (4.35%) as good, 12 students (52.17%) as moderate, 6 students (26.09%) as low, and none (0.00%) as very low. Thus, the internal motivation items were classified as moderate, with a percentage of 52.17%. Meanwhile, for the external motivation items, 2 students (8.69%) were categorized as very good, 1 student (4.35%) as good, 11 students (47.83%) as moderate, 9 students (39.13%) as low, and none (0.00%) as very low. Therefore, the external motivation items were classified as moderate, with a percentage of 47.82%.

In general, the purpose of motivation is to encourage or stimulate a person so that they develop the desire and willingness to do something in order to obtain a certain result or achieve a particular goal (Ngalim Purwanto, 2006:73). A moderate level of motivation indicates that students have sufficient encouragement to participate in futsal extracurricular activities.

The research findings indicate that students' motivation was at a moderate level. However, as described in the background of the study, the implementation of futsal



extracurricular activities at Setia Nurul Azmi Junior High School has not yet reached an optimal level. The finding that students' motivation in participating in futsal extracurricular activities was moderate provides an indication of the factors that influence students' motivation to practice futsal. This condition may be influenced by both extrinsic and intrinsic factors. Extrinsic factors that influence motivation include facilities and infrastructure, training programs, the environment, peers, and coaches. Among these various factors, some may contribute to the less-than-optimal implementation of futsal extracurricular activities at Setia Nurul Azmi Junior High School.

Although the overall results were categorized as moderate, the findings indicate that students' motivation at Setia Nurul Azmi Junior High School still needs improvement. Meanwhile, intrinsic motivation generally has a stronger influence on the development of motivation. This indicates that the internal drive among students is still limited, resulting in motivation that is not yet optimal. Consequently, students may be less serious in participating in futsal extracurricular activities. One indication of this condition is the relatively low attendance rate of students in futsal extracurricular activities.

Students' motivation to participate in futsal extracurricular activities is a combination of intrinsic and extrinsic motivation. These two types of motivation complement each other in the development of students' overall motivation. Students' needs, expectations, and aspirations related to futsal need to be supported by a conducive environment, peers, coaches, and adequate facilities in order to carry out futsal extracurricular activities effectively. The expected outcome is to achieve the objectives of futsal extracurricular activities, including improving students' futsal playing skills and achieving futsal sports accomplishments that can enhance the reputation of the school.

Conclusions

Based on the results of the research and discussion regarding the motivation of Grade VII and Grade VIII students in participating in the extracurricular futsal activities at SMP Setia Nurul Azmi, it was found that the students' motivation was relatively good. Specifically, 3 students (13.04%) were categorized as having very good motivation, 3 students (13.04%) were categorized as having good motivation, 11 students (47.82%) were categorized as having moderate motivation, 5 students (21.74%) were categorized as having low motivation, and 1 student (4.35%) was categorized as having very low motivation..

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Conflict of Interest

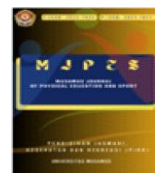
The authors declare no conflict of interest.

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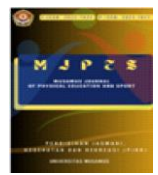
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