

Student Motivation to Participate in Sports Interest and Talent Activities in the Psychology Department Nusa Cendana University

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Abstract. This study aims to describe the motivation of students to participate in Sports Interest Talent Activities (ITA) in the Psychology Study Program, Faculty of Public Health, Nusa Cendana University. Sports ITA in the Psychology Study Program is the most followed ITA by Psychology Study Program students. The number of students participating in Sports ITA is not in line with attendance during training, and students face obstacles that interest researchers in conducting research. This type of research is qualitative research with a phenomenological approach and in-depth interview techniques. The sampling technique uses purposive sampling techniques. Eight participants in this study participated in Sports Interest Talent Activities (ITA) at the Psychology Study Program Faculty of Public Health Nusa Cendana University. The study showed that hobbies, social support, and facilities at ITA Sports influenced student motivation. In addition, Sports ITA does not run well, so student motivation tends not to increase. The results of this study are expected to be an evaluation of the campus of the Program Faculty of Public Health Nusa Cendana University Psychology Study Program and Sports ITA to increase the motivation of students who participate in Sports ITA.

Keywords: *Motivation, ITA (Interests and Talent Activities), Sports Psychology*

Abstrak. Penelitian ini bertujuan menggambarkan motivasi mahasiswa dalam mengikuti Kegiatan Bakat Minat (KBM) Olahraga di Prodi Psikologi Fakultas Kesehatan Masyarakat Universitas Nusa Cendana. KBM Olahraga di Prodi Psikologi merupakan KBM yang paling banyak diikuti oleh mahasiswa Prodi Psikologi. Banyaknya mahasiswa yang mengikuti KBM Olahraga tidak sejalan dengan kehadiran saat latihan berlangsung dan terdapat kendala yang dihadapi oleh mahasiswa membuat peneliti tertarik untuk melakukan penelitian. Jenis penelitian ini adalah penelitian kualitatif dengan pendekatan fenomenologi dan teknik wawancara mendalam. Teknik pengambilan sampel menggunakan teknik purposive sampel. Partisipan dalam penelitian ini sebanyak 8 orang yang mengikuti KBM Olahraga di Prodi Psikologi Fakultas Kesehatan Masyarakat Universitas Nusa Cendana. Hasil penelitian bahwa motivasi mahasiswa dipengaruhi oleh adanya hobi, dukungan sosial, dan fasilitas di KBM Olahraga. Selain itu, KBM Olahraga tidak berjalan dengan baik sehingga motivasi pada mahasiswa cenderung tidak mengalami peningkatan. Hasil penelitian ini

diharapkan mampu menjadi evaluasi kepada pihak kampus Prodi Psikologi Fakultas Kesehatan Masyarakat Universitas Nusa Cendana dan KBM Olahraga guna meningkatkan motivasi mahasiswa yang mengikuti KBM Olahraga.

Kata kunci: *motivasi, Kegiatan Bakat Minat (KBM), Psikologi Olahraga*

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Introduction

Extracurricular activities are activities carried out outside school hours. Students follow them to increase their intended ability to develop students with talents and interests in accordance with student potential (Nababan, Wahjoedi, Sptyanawati, 2020). Motivation is a term derived from the Latin "*movere*", meaning to move, which refers to an individual's drive to act in various situations (Mufhimi, 2021). Motivation plays an essential role in participating in extracurricular activities. Motivation drives someone to carry out activities to achieve the best goals and results (Nursanty & Priadana, 2020).

Previous research conducted by Abidin (2017) on the Motivation for Participation of Sports UKM Participants at the Faculty of Sports Sciences, Surabaya State University, explained various student motivation factors in participating in Student Activity Units (UKM). These factors include wanting to make new friends, improving physical fitness, learning to know one of the sports, and some who want to find achievements. The results showed that the motivation for participation in sports SME activities at the Faculty of Sports Sciences, Surabaya State University, was more oriented towards fitness than other aspects such as status or recognition, energy distribution, skills or skills, team atmosphere, and friendship. There is also research conducted by Zulkarnaen and Hidayat (2021) that the lack of support from parties related to extracurricular volleyball can have an impact on decreasing student three motivation, and even these students can stop participating in extracurricular activities if the motivation is still not fulfilled.

Sports Talent Interest (ITA) activities are widely attended by students of the Psychology Study Program Faculty of Public Health Nusa Cendana University in semesters three, five, and seven compared to other ITA. ITA Sports is divided into Badminton, Basketball, Futsal, and Volleyball. Around 103 students take part in sports ITA. In interviews conducted by researchers, participants argued that there were more than 20 members of the volleyball group, but during the activity, there were no more than 15 students present. Based on the interviews and observations conducted by researchers on several students who participated in Sports ITA, researchers saw that students who participated in these activities were more excited when exercising with friends and caused positive responsiveness when participating in these activities.

However, researchers found that there were obstacles experienced by the management of Interest Talent Activities (ITA), one of which was the decrease in student attendance when starting Interest Talent Activities (ITA) every week, which did not match the number of students listed on the list of names when choosing Sports ITA. There are obstacles faced by students that can reduce motivation and enthusiasm to participate in the Sports ITA, such as inadequate training equipment facilities, distance or location of distant places, and the rarity of students who take part in training during the activity. In this case, the management or coordinator of each sport continues to strive for students to participate regularly every week in the Sports ITA that is occupied, sports ITA administrators attend training every week, and there is communication between ITA members and activity schedules well.

Based on these problems, researchers are interested in examining intrinsic and extrinsic motivation in students participating in Sports Talent Interest (ITA).

Method

The qualitative design used in this study describes and identifies student motivation in participating in sports talent interest activities (ITA) in the

psychology study program. The data collection technique used in-depth interviews with 8 participants in each sport (badminton, futsal, basketball, and volleyball) in Sports Talent Interest Activities (ITA).

This research was conducted in Kupang City, East Nusa Tenggara, and the method used to determine the location was divided into two parts. First, communicate online via WhatsApp to ask for willingness to be a participant and determine the schedule and location of the interview. And second, meet offline for interviews. The population in this study is students in the Psychology Study Program, Faculty of Public Health, Nusa Cendana University. The technique of taking participants in this study used Purposive sampling, namely: third, fifth, and seventh semester students in the Psychology Study Program, Faculty of Public Health, Nusa Cendana University who actively participated in Sports ITA and have participated in sports competitions in accordance with the Sports ITA occupied.

Result

Based on the results of interviews with eight students who participated in Sports ITA from badminton, volleyball, basketball, and futsal branches in the Psychology Study Program, namely (using initials) GR, ML, TL, NP, DL, JD, FY, and JB obtained three themes as follows:

Motivation to Join Sports ITA

This study observed intrinsic and extrinsic motivation in students who participated in Sports ITA. Intrinsic motivation includes an interest in sports and hobbies, sharing experiences with other ITA members, and maintaining a healthy body. Extrinsic motivation is in the form of support from parents and the surrounding environment, the desire to achieve achievements, and the desire to bring the good name of the Psychology Study Program. The results obtained were supported by parents, friends, and the psychology study program's campus. 7 out of 8 participants stated that getting support in the form of encouragement from

their parents, especially when participating in matches and permission from parents to participate in Sports ITA. JB participants admitted that their parents could meet the participants' needs by buying basketball shoes and equipment to attend training. Unlike the JB participants, DL participants did not get support from participants living with one of the participants' father's siblings. In contrast, both parents lived outside Kupang, so the participants found getting permission from relatives where they lived difficultly.

ITA Sports Atmosphere

Based on research, the atmosphere in Sports ITA influences increasing and decreasing participant motivation when participating in the sports they pursue. Good communication makes relationships more open. ML participants stated that playing was complex if many members were absent at practice. However, according to participants, there is a Sports ITA administrator who makes a very effective standard list to determine the presence or absence of sports training activities, then can find out how many members are active in participating in training so that participants take the initiative to put their names on the list and as an effort to invite other members to communicate actively with each other in Sports ITA. FY participants said they were happy because they could get to know and build exemplary communication with lower-semester members.

The influence of facilities in sports equipment and venues complements the running of sports training. This study found that all participants felt inadequate facilities such as equipment in each sport, costumes, drinking water, and especially on the sports field, which also affected the distance travelled. As revealed by ML:

“Regarding ITA Futsal facilities are still limited... First, there is no field, so we must rent one in Tanah Merah. The second concern is drinking water, which is just training time, and we have to do a joint venture. The third is about tools.” ML.

Positive and Negative Impact of Following Sports ITA

Participants in Sports ITA felt positive and negative impacts. JD expressed the positive impact felt by the participants:

"So far, so good, so far, very good because many friends also follow ITA Sports. Many close friends, friends who just met, also entered our Sports ITA, so they became good friends, too. After that, many tournaments were followed to build relationships."

GR, ML, TL, DL, FY, and JB participants also stated that getting new friends is one of the positive sides of participating in Sports ITA. For GR participants they stated that they felt happy to participate in Sports ITA because they found friends who had similar hobbies in the lecture environment.

In addition, the positive impact felt by some participants is that they can maintain a healthy body, relieve fatigue or stress, develop hobbies or skills in the sports they are engaged in, share experiences between members, and get a good name for the Psychology Study Program when winning sports matches that are occupied. The negative impact felt by participants is the influence of the lack of members who attend sports activities. Sometimes, they feel tired due to the lack of time between lecture schedules and adjacent sports practice and the lack of facilities such as equipment, rooms, and sports nets.

In this study, participants desired to continue improving their abilities. After participants improve their abilities, participants who have various experiences from the sports they pursue want to share or teach their sports-playing techniques to other members to influence other members to do similar techniques with participants or even better when exercising. Some participants felt that this helped other members when doing sports training.

However, there were obstacles experienced by participants, such as the non-holding of matches by Sports ITA and members who were reluctant to participate in matches, which limited the abilities possessed by members to training, and there were no tangible achievements. This is also not in accordance with the motivational aspect from within, namely having the desire to have something, power, and recognition (Rois, 2019). Participants with better abilities, among other members, tend to redevelop their abilities outside of Sports ITA, so their motivation to participate in Sports ITA did not increase, and the achievements of Growth and McClelland's theory were not fulfilled.

Discussion

Based on the research, two theories are related to the study's results: the ERG theory (Existence, Relatedness, and Growth) and McClelland (Jewell and Siegall, 1998). This theory has similarities to student motivation in participating in Sports ITA. Intrinsic and extrinsic student motivation is the need to develop the ability of talent interests, establish relationships or cooperation between ITA members, and support from parents, friends, and the surrounding environment.

If psychological conditions positively affect (such as feeling comfortable and fit or wellness) when exercising, it will form positive aspects and personality traits (Kurniawan, Wijayanto, Amiq, & Hafiz, 2021). GR participants stated that they felt happy to participate in Sports ITA because they found friends with similar hobbies in the lecture environment. This is in line with the ERG theory, namely Relatedness, which states that there is an external component in the form of social needs so that individuals try to form relationships both in the form of communicating with each other and exchanging ideas and experiences carried out by individuals with others (Izzati & Olivia, 2019).

FY participants stated they were happy because they could get to know and build exemplary communication with lower-semester members. This finding is in line with McClelland's theory (Salim & Asepta, 2019), namely on social needs,

where individuals try to establish relationships (in the sense of being friendly) and usually avoid problems (conflicts) to build good relationships between individuals.

In previous research presented by Jannah, Permadani, and Widohardhono (2022), the support of parents, peers, and the surrounding environment can affect student athletes' motivation for sports achievement. In contrast to the study's results found by the researcher, the lack of support from the campus felt by some participants in the absence of facilities provided by the campus made student motivation decrease because they felt burdened to meet their needs while practising sports.

Conclusion

Based on the study results, researchers obtained factors that affect student motivation, positive and negative impacts in participating in Sports Talent Interest Activities (ITA), and the atmosphere in Sports ITA. Students' motivation in the Sports Interest Talent Activity is more dominant in intrinsic motivation. Students with higher intrinsic motivation usually come from within themselves and tend to participate more in sports activities. Conversely, students with extrinsic motivation tend to be inconsistent in their exercise activity. This is because students are easily affected by the surrounding environment. In ERG theory (Existence, Relatedness, and Growth), the need for Relatedness affects student motivation more. In McClelland's theory, the need for achievement has not been adequately met in student motivation in participating in Sports Interest Talent Activities.

The current Sports Interest Talent Activities have not run well, unfulfilling student motivation. In addition, this study highlights the importance of lecturers and facilitators of Sports ITA motivating students. Lecturers who support, motivate, and create a positive environment can increase student motivation to participate actively in Sports ITA.

Suggestion

The results of this study can provide valuable input for the campus and ITA Sports administrators to support and increase student motivation in participating in sports activities to improve the welfare or activeness of these students.

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