

Analysis of student motivation in special soccer classes at high school

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Abstract

This study aims to determine students' motivation in choosing the Special Sports Class (KKO) for soccer, the factors that influence it, and the differences in student motivation between State Senior High School 4 Yogyakarta and State Senior High School 1 Sewon Bantul in the 2022/2023 academic year. The research used a quantitative descriptive method with a survey approach. The research sample consisted of 60 soccer KKO students, comprising 30 students from SMA Negeri 4 Yogyakarta and 30 students from SMA Negeri 1 Sewon Bantul, selected using purposive sampling. Data collection was conducted through a questionnaire covering intrinsic and extrinsic factors, which had been tested for validity and reliability. Data analysis used descriptive statistics and difference tests (t-tests). The results showed that student motivation for choosing soccer KKO at SMA Negeri 4 Yogyakarta was in the moderate category, while at SMA Negeri 1 Sewon Bantul it was in the very high category. The motivation of students at SMA Negeri 4 Yogyakarta was more dominantly influenced by extrinsic factors, while the motivation of students at SMA Negeri 1 Sewon Bantul was more influenced by intrinsic factors. The difference test results showed that there was a significant difference in motivation between the two schools with a significance value of 0.000.

Keyword: motivation, soccer, high school

INTRODUCTION

Physical education and sports are important components of the formal education system that contribute to the physical, psychological, and socio-emotional development of students (Balyan & Çankaya, 2021). According to Ryan and Deci (2020), motivation in the context of learning is an internal or external drive that influences student engagement and behavior in achieving learning objectives (Ryan & Deci, 2020). In the context of sports learning, student motivation is a key element that determines the extent to which students are actively involved in the learning process and planned and sustained physical activities. Given that motivation significantly influences effort, particularly in physical education, understanding its dynamics is crucial for optimizing learning outcomes (Gunawan et al., 2021; Ramadhan & Effendy, 2021).

Student motivation in physical education and sports learning has been the focus of many researchers because of its relationship with participation levels, learning outcomes, and lifelong physical activity (Férriz-Valero et al., 2024; Smith & Vattøy, 2022). Research conducted by Tendinha et al. (2021) shows that the application of the Sport Education model in the physical education curriculum has a positive effect on student motivation because the contextual learning approach oriented towards real sports experiences increases student engagement and interest in physical activity (Tendinha et al., 2021). Another study by Utama et al. (2023) states that participation in organized physical activities at school is significantly correlated with indicators of student learning motivation, implying that meaningful physical experiences and activities can trigger higher learning motivation in physical education lessons (Utama et al., 2023). Furthermore, the theoretical foundation of Self-Determination Theory (SDT) explains that intrinsic and extrinsic motivation play a significant role in determining student engagement in physical education (Ryan & Deci, 2020). This in-depth motivational approach

helps identify that students who have intrinsic motivation such as personal satisfaction and interest in sports activities tend to show higher levels of participation than students who are only motivated by external factors. However, empirical research specifically examining student motivation in choosing special sports programs (e.g., Special Sports Classes) is still relatively limited, especially at the secondary level such as high school. Most previous studies have focused on motivation in physical education in general or the influence of learning models on motivation, with few explaining why students choose to participate in special sports classes, what factors influence that choice, and the implications for student involvement and overall athletic achievement. In fact, the selection of special sports programs is not just a curricular choice, but also reflects students' interests, talents, and personal goals in the field of sports, which have the potential to impact the quality of their participation and future achievements.

This study attempts to fill this gap by examining the factors that influence student motivation in choosing special sports programs at the high school level and their relevance to involvement and sports learning outcomes. Analysis of Student Motivation in Special Soccer Classes at High School This study underscores the critical role of psychological factors, particularly intrinsic motivation, in fostering sustained engagement in sports and physical activities (Sierra-Díaz et al., 2019).

METHOD

This study used a comparative descriptive quantitative design with a survey approach. The study was conducted at SMA Negeri 4 Yogyakarta and SMA Negeri 1 Sewon Bantul in the 2022/2023 academic year. The study population consisted of all students in the Special Sports Class (KKO) for soccer. A sample of 60 students was selected using purposive sampling with the criteria of being active students and having participated in the KKO program for at least one semester. The research instrument was a closed-ended questionnaire based on a 5-point Likert scale that measured intrinsic and extrinsic motivation, compiled based on Self-Determination Theory. Validity was tested using Pearson's correlation, while reliability was tested using Cronbach's Alpha coefficient ($\alpha \geq 0.70$). Data analysis included descriptive statistics and independent t-tests to determine differences in student motivation between schools. All analyses were conducted at a significance level of 0.05. The research was conducted in accordance with research ethics principles and with the consent of the respondents.

RESULTS AND DISCUSSION

Results

The results of the descriptive analysis show that the level of student motivation in choosing the Special Sports Class (KKO) for soccer differs between SMA Negeri 4 Yogyakarta and SMA Negeri 1 Sewon Bantul. This disparity suggests that contextual elements and pedagogical approaches within each institution may differentially influence students' self-determined motivation and their intention to engage in future sports activities (Cid et al., 2019). The average motivation of students at SMA Negeri 4 Yogyakarta is in the moderate category, while the average motivation of students at SMA Negeri 1 Sewon Bantul is in the very high category. Based on the dimensions of motivation, students at SMA Negeri 4 Yogyakarta showed a dominance of extrinsic motivation, especially related to school environment support, sports facilities, and the role of teachers and coaches. In contrast, students at SMA Negeri 1 Sewon Bantul showed a dominance of intrinsic motivation, such as personal interest in soccer, athletic talent, and aspirations to excel in sports. The prerequisite test results showed that the data were normally distributed and homogeneous. Furthermore, the independent t-test results showed that there was a significant difference in motivation between soccer KKO students in both schools ($p < 0.05$). These findings indicate that the environmental background and characteristics of the KKO program affect the level and type of motivation of students in choosing special sports classes.

Discussion

The results of the study show a significant difference in student motivation in choosing the Special Sports Class for soccer between State Senior High School 4 Yogyakarta and State Senior High School 1 Sewon Bantul. This finding is in line with Self-Determination Theory, which states that student

motivation is influenced by a combination of intrinsic and extrinsic factors formed through learning experiences and the social environment (Ryan & Deci, 2020).

The dominance of extrinsic motivation among students at SMA Negeri 4 Yogyakarta indicates that external support such as facilities, coaching systems, and coaching guidance play an important role in encouraging students to participate in the KKO program. This is in line with the research by Tendinha et al. (2021), which states that a structured sports learning environment can increase student participation through positive extrinsic motivation. Conversely, the dominance of intrinsic motivation among students at SMA Negeri 1 Sewon Bantul shows that interest, enjoyment, and achievement orientation are the main factors in choosing KKO. High intrinsic motivation tends to result in more consistent and sustained involvement in sports activities, as reported by Ryan and Deci (2020) and other physical education studies that emphasize the importance of meaningful and enjoyable learning experiences (Cuevas et al., 2016; Mitić et al., 2023). Conversely, a lack of perceived importance in sports can lead to amotivation, which in turn reduces engagement (Potenciando et al., 2024).

. Differences in motivation between schools may be due to variations in school culture, KKO selection systems, training intensity, and athletic performance expectations. Therefore, KKO program managers are advised to not only strengthen external factors such as facilities and coaches but also develop coaching strategies that can foster students' intrinsic motivation so that athletic involvement and performance can be sustained.

CONCLUSION

This study concludes that student motivation in choosing the Special Sports Class (KKO) for soccer differs significantly between State Senior High School 4 Yogyakarta and State Senior High School 1 Sewon Bantul. The level of student motivation at SMA Negeri 4 Yogyakarta is in the moderate category, dominated by extrinsic motivation, while students at SMA Negeri 1 Sewon Bantul have a very high level of motivation, dominated by intrinsic motivation. This difference indicates that environmental factors, coaching systems, and the characteristics of the KKO program play an important role in shaping student motivation. Therefore, it is recommended that the management of the KKO program not only focus on providing facilities and external support, but also on developing learning and coaching strategies that can foster students' intrinsic motivation in a sustainable manner to support long-term athletic achievement and participation.

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