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Examining the effects of determination, commitment, and arousal on goal-setting behavior and learning motivation in higher education students

Muslim[1]*, Nukhrawi Nawir[1], Firmansyah Dahlan[2], Abriadi Muhara[1], Irwin[1]

[1] Fakultas Ilmu Keolahragaan dan Kesehatan, Universitas Negeri Makassar, Indonesia
[2] Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiah Palopo, Indonesia
*Corresponding Author. Email: muslim@unm.ac.id

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Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh commitment, determination, dan arousal terhadap goal setting serta motivasi belajar mahasiswa pada mata kuliah praktik keolahragaan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian asosiatif kausal. Pengambilan data dilaksanakan pada bulan Februari–Maret 2023 di salah satu universitas negeri di Kota Makassar. Sampel penelitian ditentukan menggunakan teknik purposive sampling, dengan jumlah responden sebanyak 166 mahasiswa. Instrumen penelitian berupa kuesioner berbasis skala Likert lima poin. Validitas konstruk diuji menggunakan Exploratory Factor Analysis (EFA) dengan nilai factor loading > 0,55, sedangkan reliabilitas instrumen dianalisis menggunakan koefisien Cronbach's alpha dengan nilai > 0,70. Pengujian hipotesis dilakukan melalui Structural Equation Modeling (SEM) menggunakan aplikasi AMOS. Hasil analisis menunjukkan bahwa determination dan arousal tidak berpengaruh signifikan terhadap goal setting, sedangkan commitment berpengaruh signifikan terhadap goal setting. Selanjutnya, determination dan commitment tidak berpengaruh signifikan terhadap motivasi belajar, sementara arousal memiliki pengaruh signifikan terhadap motivasi belajar mahasiswa. Selain itu, goal setting terbukti berpengaruh signifikan terhadap motivasi belajar. Temuan ini mengindikasikan bahwa goal setting berperan sebagai variabel mediasi yang penting dalam menghubungkan komitmen mahasiswa dengan motivasi belajar. Secara konseptual, arousal mahasiswa diprediksi dipengaruhi oleh optimalisasi peran dosen dalam menciptakan lingkungan pembelajaran yang menantang dan kondusif. Penelitian ini menegaskan bahwa goal setting memiliki posisi strategis sebagai prediktor sekaligus intervensi (treatment) yang efektif untuk meningkatkan motivasi belajar dan performa mahasiswa dalam konteks pembelajaran keolahragaan.
Kata kunci: Determination, Commitment, Arousal, Goal setting, Motivasi belajar

Abstract: *This study aims to examine the effects of commitment, determination, and arousal on goal setting and learning motivation among university students enrolled in practical sport-related courses. A quantitative approach with a causal associative research design was employed. Data were collected between February and March 2023 at a public university in Makassar, Indonesia. A total of 166 students were selected using purposive sampling. The research instrument consisted of a structured questionnaire using a five-point Likert scale. Construct validity was assessed through Exploratory Factor Analysis (EFA), with factor loadings exceeding 0.55, while internal consistency reliability was confirmed using Cronbach's alpha coefficients above 0.70. Hypothesis testing was conducted using Structural Equation Modeling (SEM) with AMOS software. The results revealed that determination and arousal did not have a significant effect on goal setting, whereas commitment demonstrated a significant positive effect on goal setting. Furthermore, determination and commitment showed no significant direct effect on learning motivation. In contrast, arousal significantly influenced students' learning motivation. Goal setting was found to have a significant positive effect on learning motivation and functioned as a critical mediating variable linking commitment to motivational outcomes. These findings suggest that students' arousal levels are likely shaped by instructors' pedagogical strategies and their ability to create engaging and supportive learning environments. The study highlights the strategic role of goal setting as both a robust predictor and an effective pedagogical intervention for enhancing learning motivation and performance in sport-based practical courses. The findings contribute to the sport education and sport psychology literature by clarifying the differential roles of psychological attributes in motivating students within higher education sport contexts.*
Keywords: *Determination; Commitment, Passion, Goal setting, Learning motivation*

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INTRODUCTION

Goal setting is widely acknowledged as a critical psychological construct associated with athletes' performance outcomes in both training and competition. It remains one of the most frequently utilized strategies by sport psychology practitioners and coaches to enhance athletic performance (Bird, Swann, & Jackman, 2023; Louie et al., 2020; Van Den Berg & Surujlal, 2020; Petitta & Jiang, 2020). Coaches are therefore required to possess sufficient knowledge of life skills—including perseverance, goal setting, emotional regulation, and respect—to effectively support performance development among the athletes they train (Marsollier, Trottier, & Falcão, 2020). Reestablishing goal setting is further recognized as a crucial mechanism in restoring athletes' performance following injury (Berengüí et al., 2021). Several additional psychological constructs—specifically commitment, determination, and arousal—are also consistently associated with both goal-setting processes and performance outcomes.

To foster a dynamic and positive sporting environment and establish shared performance goals, athletes and coaches must cultivate interpersonal closeness, commitment, and complementarity (Gu et al., 2023). Commitment, feedback processes, and resource availability are consistently identified as key determinants of effective goal setting (Jeong, Healy, & McEwan, 2021). Determination further drives athletes and coaches to form mutual agreements and develop targeted goals that enhance performance and secure competitive advantage (Gu et al., 2023). Elite athletes frequently integrate goal setting, imagery, arousal regulation, concentration, and confidence to optimize performance and attain competitive superiority (Makepeace, Young, & Rathwell, 2021).

These constructs may also function as relevant predictors in the context of practical sport-learning courses within higher education sport science programs, where students are required to demonstrate strong practical performance competencies. Successful engagement in such courses demands that students understand, master, and execute a series of sport-specific motor skills. Consequently, students may reasonably be viewed as analogous to athletes undergoing systematic training. In certain cases, the demands placed on students may be even greater—particularly for those whose sporting background differs from the discipline practiced or who do not possess an athletic background at all.

Multiple factors influence students' academic achievement, among which learning motivation is regarded as fundamental. Effective learning processes are typically characterized by three core components: communication, motivation, and sufficient learning media (Sunardi et al., 2021). Motivation serves as an internal psychological force that shapes cognition, emotion, and social interaction (Blegur & Mae, 2018). In physical education contexts, motivation plays a vital role in encouraging student participation in physical activities (Rohmansyah, Mawarti, & Hiruntrakul, 2022; Syaukani, Subekti, & Fatoni, 2020). Performance in practical sport settings is inherently linked to motivational drive; the stronger the motivation, the more optimal the performance (Prabowo, 2016). Motivation comprises intrinsic elements—such as satisfaction, perseverance, diligence, discipline, maturity, and awareness—and extrinsic elements, including social support, recognition, rewards, and sanctions (Dahlan, Hidayat, & Syahruddin, 2020).

Based on this theoretical underpinning, the present study provides novelty by examining the effects of commitment, determination, and arousal on goal setting and students' motivation to participate in practical sport-learning activities. Prior research has predominantly investigated the influence of these psychological factors on achievement motivation in training and competitive sport environments, with limited attention to their relevance in academic practical-learning settings. This study therefore contributes to the literature by bridging two motivational domains often considered distinct: learning motivation and achievement motivation. In several countries, athletes frequently encounter challenges in simultaneously excelling academically and athletically, resulting in a tendency to prioritize either academic performance or competitive success (Syaukani et al., 2020).

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METHODS

This study employed a causal–associative research design using a quantitative approach. The research was conducted between February and March 2023 at a university located in Makassar City, Indonesia. The study population consisted of undergraduate students from the Faculty of Sport Sciences. A purposive sampling technique was applied, with inclusion criteria specifying students who were currently enrolled in and actively participating in practical sport-related courses. Based on these criteria, a total of 100 respondents were included in the study. Data were collected using a structured questionnaire developed based on theoretical frameworks in sport psychology and learning motivation. All constructs were measured using a five-point Likert scale to represent respondents' levels of agreement with each statement (1 = strongly disagree, 2 = disagree, 3 = moderately agree, 4 = agree, and 5 = strongly agree). This scale was employed to capture variations in students' perceptions, attitudes, and learning experiences more accurately within the context of sport-based practical learning. The determination variable was operationalized through four dimensions: hard work, persistence, sportsmanship, and courage. Sample items included: "I continue to train seriously even when practical activities are physically demanding" and "I do not easily give up when facing difficulties in practical sport courses." The commitment variable was measured across four dimensions: strong intention, ability to face challenges, dedication of all available resources, and responsibility. Example items included: "I have a strong commitment to achieving the learning objectives in practical courses" and "I am willing to allocate time and effort to improve my performance in sport practice activities." The arousal variable comprised three dimensions: the ability to utilize personal strengths and weaknesses, self-confidence, and belief in goals and aspirations. Representative items included: "I feel confident when participating in practical sport sessions" and "I have good mental readiness before starting practical learning activities." The goal setting variable was measured through six dimensions: goal acceptance, goal commitment, goal specificity, feedback, participation, and challenge. Sample items included: "I set clear and specific goals for each practical sport session" and "I regularly evaluate my progress toward achieving the learning goals I have set." The learning motivation variable consisted of five dimensions: perseverance, ability to overcome challenges, focus and attention, achievement orientation, and learning autonomy. Example items included: "I remain motivated to learn even when practical tasks are difficult" and "I take the initiative to improve my sport skills beyond course requirements." Instrument validity was examined using Exploratory Factor Analysis (EFA), with a factor loading criterion greater than 0.55. Instrument reliability was assessed using Cronbach's alpha coefficients, with values exceeding 0.70 indicating satisfactory internal consistency. Model feasibility was tested using Structural Equation Modeling (SEM) with AMOS version 26. Model fit was evaluated based on multiple goodness-of-fit indices, including Chi-Square (CMIN) expected to be lower than the critical value, RMSEA (≤ 0.08), GFI (≥ 0.90), AGFI (≥ 0.90), CMIN/DF (≤ 2.00), TLI (≥ 0.95), and CFI (≥ 0.94). Hypothesis testing was conducted using SEM, with hypotheses accepted when the p-value was less than 0.05.

The hypotheses proposed in this study were as follows:

H1: Determination has a significant effect on goal setting.
H2: Arousal has a significant effect on goal setting.
H3: Commitment has a significant effect on goal setting.
H4: Determination has a significant effect on learning motivation.
H5: Arousal has a significant effect on learning motivation.
H6: Commitment has a significant effect on learning motivation.
H7: Goal setting has a significant effect on learning motivation.

Hypothesis acceptance or rejection was determined based on a significance level of $p < 0.05$.

RESULT AND DISCUSSION

Results

Instrument validity was examined using Exploratory Factor Analysis (factor loading > 0.55), with item loadings arranged in descending order for each variable. Instrument reliability was assessed using Cronbach's alpha (> 0.70). The results are presented in Table 1.

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Table 1. Results of the Instrument Validity and Reliability Tests

Question	Validity Test		Reliability Test	
	factor loading	> 0,55	*Cronbach's Alpha*	> 0,7
Determination_4	,887	Valid	0,756	Releabel
Determination_2	,885	Valid		
Determination_1	,882	Valid		
Determination_5	,797	Valid		
Determination_3	,644	Valid		
Commitment_5	,812	Valid	0,727	Releabel
Commitment_3	,794	Valid		
Commitment_1	,783	Valid		
Commitment_2	,759	Valid		
Commitment_4	,744	Valid		
Arousal_6	,801	Valid	0,826	Releabel
Arousal_2	,792	Valid		
Arousal_5	,791	Valid		
Arousal_1	,766	Valid		
Arousal_4	,709	Valid		
Arousal_3	,693	Valid		
Goal_setting_5	,832	Valid	0,816	Releabel
Goal_setting_4	,811	Valid		
Goal_setting_2	,810	Valid		
Goal_setting_6	,717	Valid		
Goal_setting_1	,708	Valid		
Goal_setting_3	,649	Valid		
Motivasi_belajar_10	,849	Valid	0,885	Releabel
Motivasi_belajar_4	,846	Valid		
Motivasi_belajar_1	,829	Valid		
Motivasi_belajar_8	,829	Valid		
Motivasi_belajar_3	,828	Valid		
Motivasi_belajar_9	,809	Valid		
Motivasi_belajar_2	,780	Valid		
Motivasi_belajar_6	,693	Valid		
Motivasi_belajar_5	,690	Valid		
Motivasi_belajar_7	,689	Valid		
Motivasi_belajar_11	,461	Tidak Valid		

Based on Table 1, item *Motivation_learning_11* was found to fall below the factor loading threshold (> 0.55) and was therefore considered for removal. The suitability of the proposed SEM model was subsequently evaluated using Structural Equation Modeling (SEM) in AMOS 26, as presented in Figure1.

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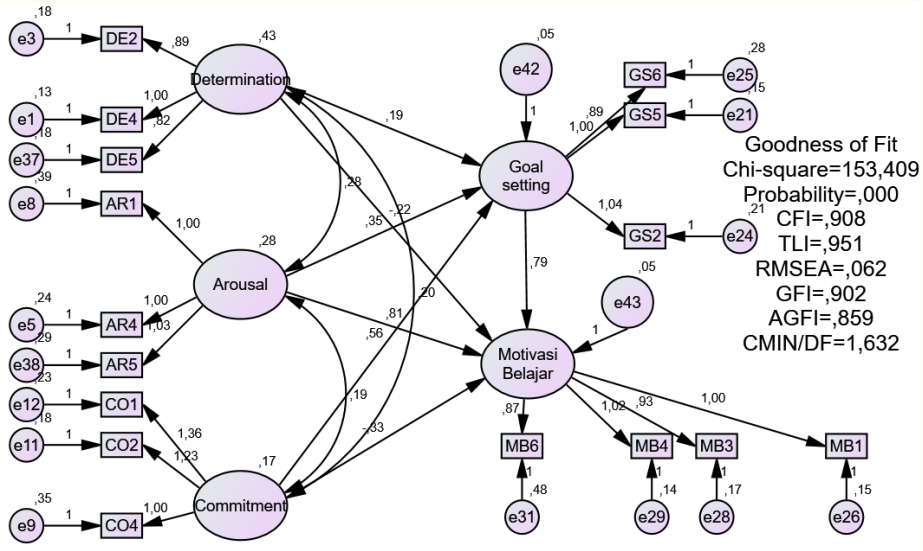

Figure 1. Structural Equation Model Output

Based on Figure 1, the results show that the Chi-square (χ^2) value is 153.409, the Significance Probability is 0.000, the CFI value is 0.908, the TLI value is 0.951, the RMSEA value is 0.062, the GFI value is 0.902, the AGFI value is 0.859, and the CMIN/DF value is 1.632. These values were then compared with the goodness-of-fit criteria, as presented in the following table.

Table 2. Comparison of the Structural Model and Goodness-of-Fit Criteria

No	Goodness of fit index	Cut off value	Results	Model Evaluation
1.	*Chi-square* (x^2)	Diharapkan kecil (dibawah nilai tabel)	153,409	Not fit
2.	*Significance Probability*	≥ 0,05	0,000	Not fit
3.	RMSEA	≤ 0,08	0,062	Good fit
4.	GFI	≥ 0,90	0,902	Good fit
5.	AGFI	≥ 0,90	0,859	Not fit
6.	CMIN/DF	≤ 2,00	1,632	Good fit
7.	TLI	≥ 0,95	0,951	Good fit
8.	CFI	≥0,95	0,902	Not fit

This indicates that the proposed model meets the established criteria, as 4 out of the 8 fit indices fall within the acceptable "good fit" range. Therefore, the analysis can proceed to hypothesis testing. The results of the hypothesis testing are summarized in Table 3 below.

Table 3. Results of the Hypothesis Testing

Hypothesis	Regression			P	Meaning
H_1	*Determination*	>	*Goal setting*	0,067	Rejected
H_2	*Arousal*	>	*Goal setting*	0,135	Rejected
H_3	*Commitment*	>	*Goal setting*	0,029	Accepted
H_4	*Determination*	>	Motivation to learn	0,123	Rejected
H_5	*Arousal*	>	Motivation to learn	0,017	Accepted
H_6	*Commitment*	>	Motivation to learn	0,382	Rejected
H_7	*Goal setting*	>	Motivation to learn	0,012	Accepted

Discussion

The findings indicate that determination does not significantly influence goal setting (H1). From a theoretical perspective, Goal-Setting Theory emphasizes that structured goal formulation depends primarily on cognitive commitment and goal clarity rather than persistence alone (Locke & Latham,

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2015). Thus, determination may function as a supportive psychological resource without directly triggering systematic goal-setting behavior. Similarly, arousal was not found to significantly affect goal setting (H2). Conceptually, arousal reflects situational emotional activation, whereas goal setting requires reflective self-regulation and higher-order cognitive processing (Weinberg & Gould, 2019). This distinction explains why heightened arousal does not automatically translate into deliberate goal formulation. In contrast, commitment exerted a significant effect on goal setting (H3). This result aligns with Goal Commitment Theory, which posits that psychological attachment to goals enhances acceptance, persistence, and structured goal pursuit (Locke & Latham, 2015), reinforcing commitment as a central antecedent of goal-setting behavior. Regarding learning motivation, determination showed no significant effect (H4). According to Self-Determination Theory, sustained motivation is driven by the fulfillment of autonomy, competence, and relatedness needs rather than persistence in isolation (Deci & Ryan, 2017). Without contextual support, determination alone may not translate into motivated learning behavior. Conversely, arousal significantly predicted learning motivation (H5). Optimal arousal enhances attentional focus, emotional engagement, and readiness to learn in practical sport contexts (Weinberg & Gould, 2019), highlighting the motivational value of active, student-centered instructional strategies. The absence of a direct effect of commitment on learning motivation (H6) suggests that commitment primarily reflects long-term goal orientation, whereas learning motivation is dynamic and context-dependent (Schunk et al., 2014). This finding implies the necessity of an operational mechanism linking commitment to motivational outcomes. Consistent with this interpretation, goal setting significantly influenced learning motivation (H7). Clearly defined, challenging, and feedback-oriented goals direct attention, intensify effort, and sustain persistence (Locke & Latham, 2015), confirming goal setting as a key motivational mechanism in sports-based learning environments. Finally, the non-significant role of determination across outcomes suggests that it develops through supportive interpersonal relationships with coaches, instructors, peers, and parents (Almagro et al., 2015; Jowett et al., 2017; Monteiro et al., 2018). Theoretically, determination reflects an internalized process of sustained self-improvement that requires consistent environmental support (Tangkudung, 2018).

CONCLUSION

Among students enrolled in practical sports courses, this study yielded several key findings. First, H1 was rejected, as the p-value (0.067) exceeded the 0.05 threshold, indicating that determination does not significantly influence goal setting. H2 was also rejected ($p = 0.135 > 0.05$), suggesting that arousal likewise does not have a significant effect on goal setting. In contrast, H3 was supported ($p = 0.029 < 0.05$), demonstrating that commitment plays a significant role in shaping goal-setting behavior. Furthermore, H4 was rejected ($p = 0.123 > 0.05$), indicating that determination does not significantly predict learning motivation. H5 was supported ($p = 0.017 < 0.05$), confirming that arousal contributes significantly to students' learning motivation. H6 was rejected ($p = 0.382 > 0.05$), revealing that commitment does not directly influence learning motivation. Finally, H7 was supported ($p = 0.012 < 0.05$), confirming that goal setting significantly enhances learning motivation. Conceptually, these findings suggest that learning motivation in practical sports education is shaped more by situational and self-regulatory processes than by dispositional psychological traits alone. The significant role of arousal highlights the importance of students' psychological activation, which appears to be closely linked to the quality of instructional experiences in practical sport classes. This underscores the critical role of instructors in designing learning environments that stimulate mental readiness, emotional engagement, and sustained attention through active learning strategies, effective instructional media, and student-centered pedagogical approaches.

The results further indicate that commitment, although essential for goal formulation, does not automatically translate into higher learning motivation unless it is operationalized through structured goal-setting processes. In this regard, goal setting emerges as a key regulatory mechanism that converts students' internal commitment into motivated learning behavior. Practically, instructors in Physical Education and Sport Science programs are encouraged to systematically guide students in setting clear, specific, and challenging learning goals, accompanied by continuous feedback and progress monitoring throughout practical courses. For students, these findings emphasize the importance of active involvement in goal-setting processes as part of developing self-regulated learning and professional readiness. The ability to formulate, pursue, and evaluate learning goals not only strengthens learning

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motivation but also contributes to skill acquisition and performance improvement in practical sport contexts. Regarding future research, subsequent studies are recommended to explicitly examine the mediating role of goal setting between commitment and learning motivation using mediation or longitudinal research designs. Future research may also incorporate additional psychological variables, such as self-efficacy, autonomy support, and instructor–student relational quality, to better explain how dispositional factors interact with contextual influences. Expanding the research context across different educational levels and sport disciplines, as well as employing mixed-methods approaches, would further enhance the generalizability and depth of understanding of motivational processes in practical sports education.

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