

# Motivation of Students at SMA Negeri 8 Yogyakarta in Participating in Table Tennis Extracurricular Activities

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## Abstract

Modern education has transcended its traditional role as a mere transfer of knowledge and has evolved into a crucial foundation for shaping students' character, social values, and holistic potential. This study aims to describe the level of student motivation at SMA Negeri 8 Yogyakarta in participating in table tennis extracurricular activities and to identify the dominant form of motivation between intrinsic and extrinsic factors. The research employed a descriptive quantitative approach involving 45 students who actively participated in the program. Data were collected using a Likert scale questionnaire that had been tested for validity and reliability. The results revealed that most students demonstrated moderate to high levels of motivation, with intrinsic factors such as personal enjoyment and the desire for self-improvement being more influential than extrinsic factors like teacher encouragement or environmental support. These findings underscore the importance of a developmental approach tailored to students' interests and personal needs in managing extracurricular programs. The study contributes valuable insights for formulating strategies to enhance student participation in less popular sports activities at school.

## Keywords

Extracurricular Activities, Intrinsic Motivation, Student Engagement.



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## 1. INTRODUCTION

Modern education has transcended its traditional role as a mere transfer of knowledge and has evolved into a crucial foundation for shaping students' character, social values, and holistic potential (Uno, 2019). In this context, extracurricular activities serve as vital platforms for strengthening character education, particularly through physical activities such as sports (Maslow, 1943; Agita & Tansir, 2021). Table tennis is a widely recognized and accessible sport that fosters discipline, consistency, and teamwork. However, participation in table tennis extracurricular activities at SMA Negeri 8 Yogyakarta remains low. Out of approximately 900 students, only 45 are actively involved. This raises important questions regarding the motivational factors that influence students' engagement in such activities (Aulia & Asfar, 2021).

This study adopts Abraham Maslow's (1943) Hierarchy of Needs as its theoretical foundation. Maslow posits that human behavior is driven by five levels of needs: physiological, safety, love and

belonging, esteem, and self-actualization. In the extracurricular context, student involvement reflects not only interest but also the pursuit of psychological needs. Motivation can be shaped by intrinsic factors (interest, satisfaction, self-fulfillment) and extrinsic ones (recognition, social influence, school facilities) (Uno, 2019; Desmita, 2015). Previous studies offer varying insights. Rahayu (2022) found that intrinsic motivation dominated students' participation in futsal. Similar findings were reported by Pratama (2021) for swimming, and Wardana (2024) for pencak silat. Other studies, however, highlight the importance of coaches, facilities, and social support in enhancing extrinsic motivation (Arifin & Wahyudi, 2021; Aulia & Asfar, 2021). Therefore, there remains a gap in understanding the dominant motivational factors in minor sports such as table tennis.

The urgency of this study lies in the limited exploration of table tennis as a minor sport within the school education context (Fajrin, 2022). Despite available infrastructure, low student participation at SMA Negeri 8 Yogyakarta indicates a gap between provided facilities and student interest (Djaya, 2021). This school was selected as the research site due to its supportive environment and relevance to the dynamics of student extracurricular participation. The primary objective of this research is to examine students' motivation levels in participating in table tennis extracurricular activities and to identify which type of motivation intrinsic or extrinsic is more dominant. The findings are expected to serve as a basis for developing responsive extracurricular programs tailored to students' needs and characteristics, offering practical contributions to schools, teachers, and education stakeholders.

Ultimately, this study emphasizes the importance of a comprehensive understanding of student motivation in designing effective interventions to increase participation in minor sports. Through a descriptive quantitative approach, this research seeks to present a thorough depiction of motivational dynamics in the context of physical education at the senior high school level. This study aims to describe the level of motivation of students at SMA Negeri 8 Yogyakarta in participating in extracurricular table tennis activities and identify the dominant form of motivation between intrinsic and extrinsic factors. This research is expected to provide valuable insights for formulating strategies to increase student participation in less popular sports activities in schools.

## **2. METHODS**

This study employed a descriptive quantitative approach aimed at objectively illustrating the level of students' motivation in participating in table tennis extracurricular activities at SMA Negeri 8 Yogyakarta, based on numerical data (Uno, 2019). This design is considered appropriate for measuring motivational tendencies through the distribution of a closed-ended questionnaire that had been tested for validity and reliability (Desmita, 2015). The quantitative approach also enabled the researcher to systematically identify both intrinsic and extrinsic motivational factors (Maslow, 1943). The population of this study consisted of all students at SMA Negeri 8 Yogyakarta, totaling approximately 900 individuals. The sample was selected purposively, involving 45 students who actively participated in table tennis extracurricular activities. Purposive sampling was chosen because it considered the direct involvement of respondents in the observed activity (Fajrin, 2022).

The research procedure began with coordination with school authorities to obtain permission, followed by the identification of students involved in table tennis extracurricular activities. The researcher then developed and tested the research instrument—a closed-ended questionnaire using a Likert scale—based on motivational indicators derived from Maslow's theory (1943) and adapted to the school context (Uno, 2019). Content validity was assessed through expert judgment and limited trials, while reliability was tested using Cronbach's Alpha technique. Data were collected using an online questionnaire distributed via Google Form. In addition, participatory observation was conducted during routine practice sessions to strengthen the quantitative data (Agita & Tansir, 2021). This observation enabled the researcher to directly observe student interaction, participation, and enthusiasm throughout the extracurricular activity.

The data were analyzed using descriptive statistical techniques, presented in percentages and categorized into five motivational levels: very high, high, moderate, low, and very low, based on specific

interval ranges. The results were then interpreted and associated with motivational theories and previous studies such as Pratama (2021), Rahayu (2022), and Wardana (2024), in order to obtain a comprehensive understanding of the findings.

The following table presents the classification of student motivation score categories:

**Table 1.** presents the classification of student motivation score

Motivational Category	Score Interval
Very High	96–105
High	86–95
Moderate	76–85
Low	66–75
Very Low	$\leq 65$

Through this systematic analysis, the research aims to provide a strong scientific foundation for understanding student motivation patterns in extracurricular activities and serve as a basis for more targeted policy decisions in the school environment.

### 3. FINDINGS AND DISCUSSION

The results of data analysis indicate that the overall level of student motivation in participating in table tennis extracurricular activities at SMA Negeri 8 Yogyakarta is quite varied. Out of 45 student respondents, 42% (19 students) were categorized as having high motivation, 31% (14 students) had moderate motivation, 16% (7 students) had low motivation, and 11% (5 students) were in the very low category. No students were identified with very high motivation levels.

**Table 2.** Student Motivation Score Categories

No	Score Interval	Category	Frequency	Percentage
1	$X \geq 139.00$	Very High	0	0%
2	$120.13 \leq X < 139.00$	High	19	42%
3	$101.25 \leq X < 120.13$	Moderate	14	31%
4	$82.38 \leq X < 101.25$	Low	7	16%
5	$X < 82.38$	Very Low	5	11%
Total	45	100%		

Source: Research Questionnaire Results, 2024

Descriptive statistics showed a mean motivation score of 110.69, with a standard deviation of 18.87. The highest score was 139, and the lowest was 68.

Intrinsic motivation refers to internal drives such as interest, personal goals, physical condition, and enjoyment in playing table tennis. The analysis found that most students had moderate to high levels of intrinsic motivation. There were 2 students (4%) in the very high category, 13 (29%) in the high category, 16 (36%) in the moderate category, 10 (22%) in the low category, and 4 (9%) in the very low category.

**Table 3.** Intrinsic Motivation Score Categories

No	Score Interval	Category	Frequency	Percentage
1	$X \geq 73.99$	Very High	2	4%
2	$64.07 \leq X < 73.99$	High	13	29%
3	$54.15 \leq X < 64.07$	Moderate	16	36%
4	$44.23 \leq X < 54.15$	Low	10	22%
5	$X < 44.23$	Very Low	4	9%
Total	45	100%		

Source: Intrinsic Motivation Questionnaire Data, 2024

The average score of intrinsic motivation was 59.11, with a median of 59 and a standard deviation of 9.92.

Extrinsic motivation involves external influences such as support from teachers, family, peers, and the availability of supporting facilities. The distribution showed that 1 student (2%) had very high

motivation, 15 (33%) had high motivation, 16 (36%) had moderate motivation, 9 (20%) had low motivation, and 4 (9%) had very low motivation.

**Table 4.** Extrinsic Motivation Score Categories

No	Score Interval	Category	Frequency	Percentage
1	$X \geq 66.49$	Very High	1	2%
2	$56.55 \leq X < 66.49$	High	15	33%
3	$46.61 \leq X < 56.55$	Moderate	16	36%
4	$36.67 \leq X < 46.61$	Low	9	20%
5	$X < 36.67$	Very Low	4	9%
Total	45	100%		

Source: Extrinsic Motivation Questionnaire Data, 2024

The average score of extrinsic motivation was 51.58, with a standard deviation of 9.94. The highest score recorded was 67, and the lowest was 28.

The findings of this study indicate that student motivation is predominantly driven by intrinsic factors. This is in line with Maslow's (1943) theory, which emphasizes the importance of esteem and self-actualization needs in motivating behavior. Factors such as personal enjoyment, previous experience, and the desire to improve one's abilities have shown significant influence (Uno, 2019; Desmita, 2015).

Extrinsic motivation, while still relevant, played a supplementary role. Although facilities were available and coaches were consistently present, external support from parents and teachers did not significantly enhance student participation. These findings are consistent with previous studies by Pratama (2021) and Rahayu (2022), which suggested that intrinsic motivation remains the primary driver in minor sports. Participatory observations during training sessions confirmed that students with high intrinsic motivation were more engaged, while those with low motivation were passive (Agita & Tansir, 2021). As emphasized by Arifin and Wahyudi (2021), the coach plays an important role in maintaining student enthusiasm. However, as Aulia and Asfar (2021) noted, facilities alone are insufficient. A supportive social environment and an engaging approach that actively involves students are key to effective extracurricular development.

From an academic perspective, the results of this study contribute to a deeper understanding of motivational dynamics in minor sports, which have received less attention compared to popular sports like futsal or basketball (Aprilianto, 2019; Wardana, 2024). Therefore, student interest-based approaches and strengthening the role of activity advisors are recommended for developing effective and sustainable extracurricular programs.

This study has several practical implications for extracurricular management in schools. Schools are encouraged to develop promotional strategies that are appealing and personally relevant to students (Abd Rahman et al., 2021). Coaches and teachers are also advised to create informal communication forums to better understand student barriers and potential. Acknowledging and rewarding student achievements in extracurricular activities may serve as an effective strategy to enhance motivation, especially for those seeking social recognition (Wijnia, Noordzij, Arends, Rikers, & Loyens, 2024). The limitations of this study include its scope, which focused on a single school and one type of extracurricular activity (Saryanto, Retnaningsih, Nofirman, Muhammadiyah, & Yuniwati, 2023). Additionally, the descriptive quantitative method used did not delve deeply into students' subjective experiences. Nonetheless, the findings provide a clear overview of motivational patterns and can serve as a foundation for future research using qualitative or mixed methods approaches.

Overall, this study reinforces the importance of comprehensively understanding student motivation, both personally and socially. Properly targeted interventions based on this understanding are believed to be effective in increasing student participation, not only in table tennis but also in other self-development activities offered at school.

#### 4. CONCLUSION

Based on the findings, it can be concluded that the overall motivation level of students at SMA Negeri 8 Yogyakarta to participate in table tennis extracurricular activities falls within the moderate to high category. While a small portion of students demonstrated low motivation, the majority expressed a strong interest in engaging with this activity. Among the two types of motivation examined, intrinsic motivation emerged as the more dominant factor influencing student participation. Personal enjoyment, the desire for skill development, and positive past experiences were identified as key reasons for student involvement. Conversely, extrinsic factors such as encouragement from teachers or parents and the availability of school facilities played a relatively minor role in shaping students' decisions to participate.

This study highlights the critical role of personal and psychological dimensions in motivating student involvement in minor sports extracurricular activities. Structural aspects alone are insufficient to ensure active participation. Therefore, a deeper understanding of students' motivational backgrounds is essential for designing effective and sustainable extracurricular development strategies. Future research is encouraged to broaden the scope by involving multiple schools and exploring other types of extracurricular activities. Furthermore, qualitative or mixed-method approaches may provide deeper insight into students' subjective experiences and emotional drivers, which could enrich the understanding of student motivation in a school-based context.

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