

Survey on Student Motivation and Participation in Futsal Extracurricular

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Abstract: Motivation and participation are dynamic motivating factors. There is a limited teachers' knowledge of motivation and participation of students to participate in futsal extracurricular activities. This study aims to determine how the motivation and participation of students in futsal extracurricular. The research method used is descriptive survey method. It was done by using research instrument in the form of motivation questionnaire and participation. Analytical technique used is to perform the percentage of data by recapitulation of answer questionnaire results filled by respondents based on the choice of answers so that it can be seen some of each number of choices in the data. The results showed that the score of male students who participated in futsal extracurricular activities had an average score of participation motivation included in good category, the score of female students who participated in futsal extracurricular activities had an average value of motivation and participation values included in both categories, overall student scores who participated in futsal extracurricular activities have the average score of motivation and participation score included in good category, when viewed from result of percentage hence the value of motivation and participation of female student is higher than male student because female is more flexible with thinking compared male, so female can catch many unlimited thoughts or catching new lessons than the male. In addition, the female is more attentive and focused, so the female more easily passes with good score than male.

1 INTRODUCTION

Extracurricular activities can contribute to the achievement of goals related to the fostering aspects of physical, intellectual, emotional, aesthetic, moral and even spiritual (Lutan, 1996).

A team consists of five players, four players on the field and goalkeeper, with an unlimited number of substitutions, so the intensity and rhythm of the game is very high and does not decrease as the game progresses (Alvarez et al., 2002). In general, physical activity benefits psychosocial health, functional ability and general quality of life (Powell and Pratt, 1996) and has been shown to reduce the risk of coronary heart disease (Batty and Lee, 2004) and some types of cancer (Batty and Thune, 2000). Here, physical activity refers to the body movements produced by skeletal muscles that generate energy usage (Sallis and Owen, 1999). There is much widespread influence on the behavior of physical activity including intra-personal, social, environmental, and determinant factors varies along the way (Sallis and Owen, 1999).

Psychologically, futsal can be used as a means to channel and obtain the desires in the heart. Physiologically such as improving health, fitness, and improving the quality of components of physical condition. While socially, futsal can be used as a medium of socialization through interaction and communication with other people or the environment (Narti, 2008).

The goal of individuals doing sports is those who exercise to achieve goals of a particular achievement (Sajato, 1988).

Human needs are divided into five levels: physiological needs, security needs, dependency and love needs, self-esteem needs, and self-actualization needs.

Motivation is the process that moves a person to do something. Motivation is the process of actualizing the source of propulsion and the trigger of individual behavior that meets the need to achieve certain goals (Setyobroto, 1989). The study resulted in the indication of six main categories of motives that fostered a person's interest in participating in

sports programs, namely to develop skills and abilities, to connect and make friends, to achieve success and gain recognition, to exercise and to be healthy and fresh, to channel energy and to experience challenging and exciting experiences. The dominant motivation to influence the society in doing futsal is motivation to fulfill the need of dependency and love with percentage 62% (Zulkarnaen, 2011).

Research shows that an increase in the level of physical activity of youth produces short-term and long-term health benefits, including weight control and obesity management (Strong et al., 2005). Unfortunately, studies that examine the physical education curriculum to promote the participation of extracurricular activities are lacking and warrant further attention (Shen et al., 2007).

An alternative approach is needed that is sensitive to contextual, social, economic and cultural factors that influence participation in physical activity (Holm et al., 2001). Qualitative methods offer insight into individual experiences and perceptions of the motives and impediments of participation in sports and physical activity (Thomas, et al., 2005) and are recognized as increasingly important in developing evidence base for public health (Dixon and Fitzpatrick, 2001) which is known about the reasons why people do it and not participate in physical activity and the relationship between different levels of participation and stages in their lives. A number of studies have been conducted (Coakley and White, 1992; Robertson, 2003; Arthur and Finch, 1999) found that a significant shift in life has implications for participation in physical activity.

The participation rate of students in following extracurricular sports activities from categorized planning factors is good, implementation factors are categorized well, and the evaluation factor with sufficient category (Putra, 2016). Therefore, the exposure above the level of student participation is more dominant in following sports extracurricular activities is participation in the implementation factor. Motivation is one factor that helps to determine the level of participation of a person to an activity. In this case the motivation gives strength to a person to achieve the expected goal through an activity.

2 METHODS

2.1 Subject

Senior High School (SMA) students who are members of extracurricular activities consisting of 50 students, (40 male students and 10 female students). After receiving a detailed explanation of the objectives, potential benefits, and risks associated with participating in this study, each student gave his/her written approval.

2.2 Protocol

In the implementation, the researcher performs the steps taken for data collection is to prepare the test instrument, carry out the testing and measurement according to the test procedure by a number of tester personnel, before the questionnaire is disseminated to the actual sample member before the writer conducts the questionnaire test. This questionnaire test is intended to determine the level of readability and understanding of respondents to the questions that exist in the questionnaire, because each good measuring tool has certain characteristics. The data collected is the type of quantitative data. Schedule of data retrieval is only one stage, namely the stage of direct data collection to the sample by testing the questionnaire in advance.

The method that the writer use in this research is descriptive survey analysis method which is more emphasized on the understanding and analysis of the problem under study by describing the object studied factually and accurately as it is in accordance with what happened in the field, survey method used to get from certain place which is natural (not artificial), but the researchers do the treatment in data collection, for example by distributing questionnaires, tests, structured interviews and so on where the treatment is not as in the experiment (Fraenkel and Wellen, 1993). Instrument used by the researcher is a questionnaire about motivation and student participation in extracurricular activities futsal (Rusdiana, 2011).

Questionnaires in this study consist of components or variables, types, indicators and questions. These question items are a description of motivation and participation. The questionnaire used in this study is a closed questionnaire.

3 STATISTICAL ANALYSIS AND RESULTS

Steps in data processing and data analysis are as follows; Selection of data. After the questionnaire collected from the samples as the source of data, then selected to check the validity of the questionnaire filling, Giving the value of each questionnaire question, Performing the percentage of data in this study is to recapitulate the answer questionnaire that filled by respondents based on the answer choice category so that it can be seen some each number of options on the data.

The first thing that writers do is to make tabulation of each item that followed by grouping each item with variable of research that is motivation variable and participation of futsal extracurricular. After that, give a score for each item. After all the data were collected from all respondents, then the researchers should classify the data according to the category. In this case the data of motivation and participation are taken from the male students who follow the futsal extracurricular activities.

Researchers have grouped the data obtained, then separated the data in each category. For futsal extracurricular activities, the writer has taken the data of male students who follow futsal extracurricular activity.

From figure 1 shows that male students who follow futsal extracurricular activities have an average of 74.4% motivation score and have an average participation rate of 71%, included in the "Good" category.

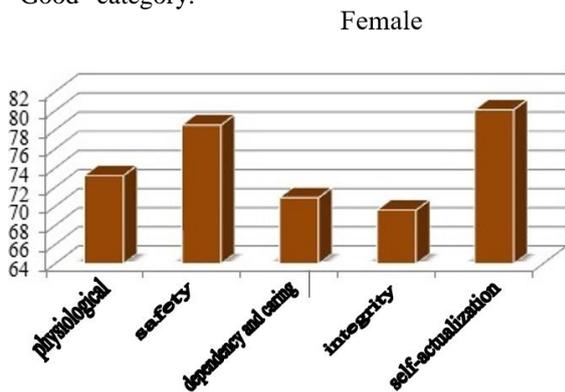


Figure 1: Motivation Of Male Students Based On Sub Variable.

In the sub-variables of "Physiological" motivation got percentage of 73.2% where the value goes into the category of "Good". For the sub-variable "Sense of Security" the value obtained is

78.5% where the value is entered into the "Good" category. For the sub variable "Dependence and Love" the value obtained is 70.9% where the value is entered into the "Good" category. For sub variable "Self-esteem" the value obtained is 69.6% where the value is entered into the category of "Good". For the sub variable "Self Actualization" the value obtained is 80.1%. This is the highest sub-variable value obtained by boys who follow extracurricular activities of futsal and which enter into the "Good" category.

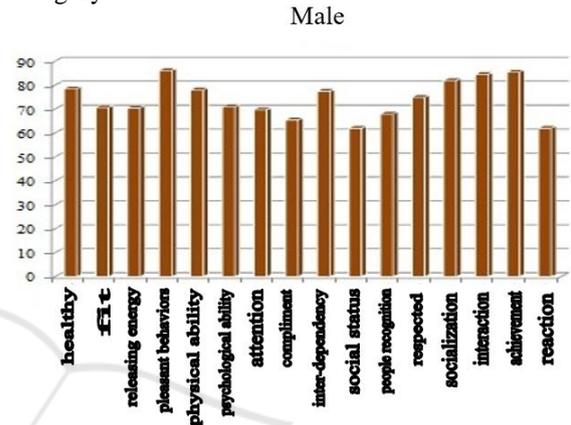


Figure 2: Motivation Of Male Students Based On Indicators.

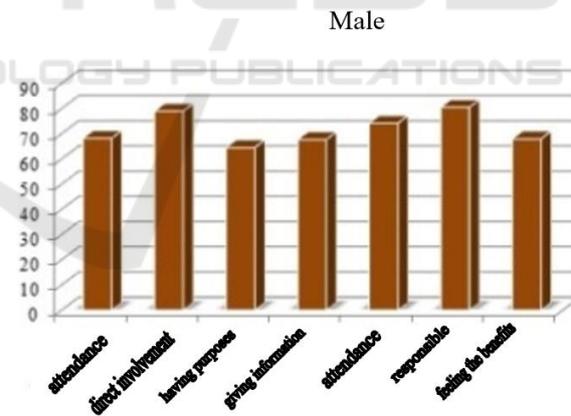


Figure 3: Participation Of Male Students Based on Sub Variables and Indicators.

The value of motivation with the highest indicator of students who follow futsal extracurricular activities in figure 2 is a fun indicator of 86.2%, if you look at the category table then the motivation and participation are included in the category of "Very Good". The value of participation with the highest indicator of the male student in figure 3 who followed the futsal extracurricular activities is a responsible indicator of 80.5%, if you

see the category table then the motivation and participation are included in the category of "Good".

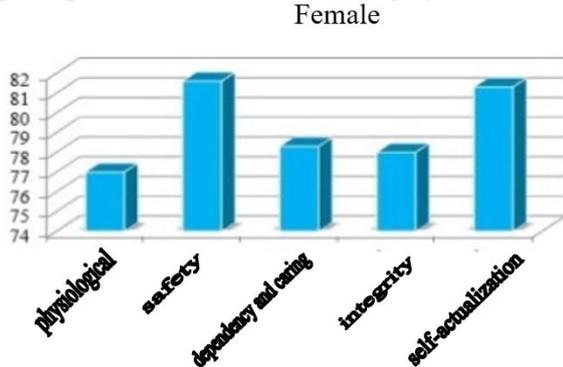


Figure 4: Motivation of Female Students Based on Sub Variable.

In figure 4, female Students who followed futsal extracurricular activities had an average motivation score of 79.2% and had an average participation rate of 80.7% included in the "Good" category. In the sub-variables of "Physiological" motivation gets 77% percentage where the value goes into "Good" category. For the sub-variable "Sense of Security" the value obtained is 81.6% where the value goes into the category of "Very Good". For the sub variable "Dependence and Love" the value obtained is 78.3% where the value goes into the "Good" category. For the sub variable "Self Esteem" the value obtained is 78% where the value is entered into the "Good" category. For the sub variable "Self Actualization" the value obtained is 81.3% where the value belongs to the category of "Very Good".

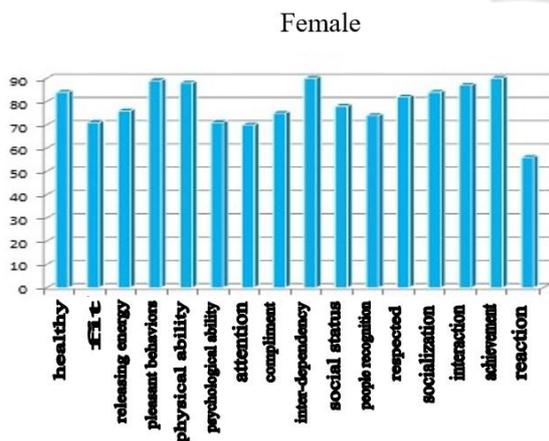


Figure 5: Motivation of Female Students Based on Indicator.

Female

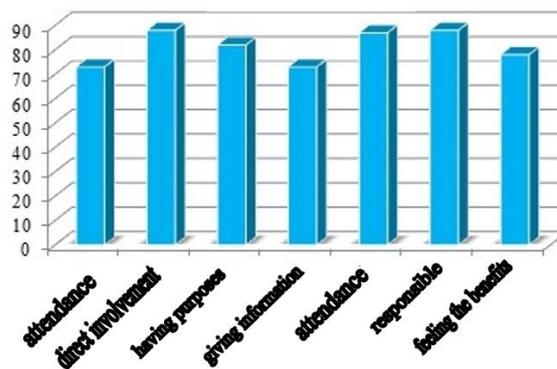


Figure 6: Participation of Female Students Based on Sub Variable and Indicator.

The value of motivation with the highest indicator of female students who follow extracurricular futsal activity in figure 5 is an indicator of interdependence and achievement of 90%, included in the category of "Very Good". The participation value with the highest indicator of female students following the futsal extracurricular activities in figure 6 is a direct and responsible engagement indicator of 88% included in the "Very Good" category.

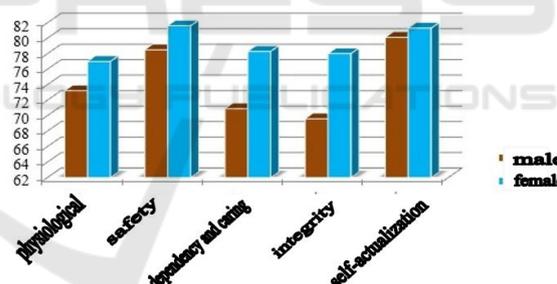


Figure 7: Motivation of Male and Female Students Based on Sub Variable.

student total number

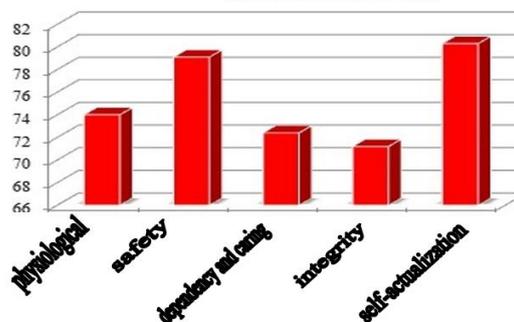


Figure 8: Motivation of All Students Based on Sub Variable.

In figure 7, the total students who participated in futsal extracurricular activity had an average of 75.4% motivation score. They have an average participation rate of 73.1%, then the motivation and participation are included in the "Good" category.

In figure 8, the sub-variables of "Physiological" motivation they get 74% percentage where the value goes into the category of "Good". For the sub-variable "Sense of Security" the value obtained is 79.1% where the value is entered into the "Good" category. For the sub variable "Dependence and Love" the value obtained is 72.4% where the value is entered into the category of "Good". For sub variable "Self Esteem" the value obtained is 71.2% and belong to "Good" category. For the sub variable "Self Actualization" the value obtained is 80.3%. This is the highest sub-variable value obtained by all students who follow extracurricular activities of futsal and which enter into the "Good" category.

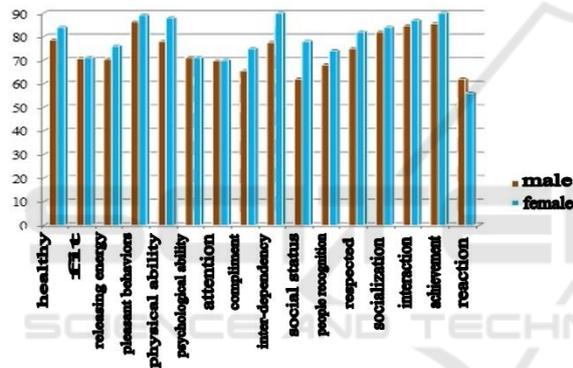


Figure 9: Motivation of Male and Female Students Based on Indicator.

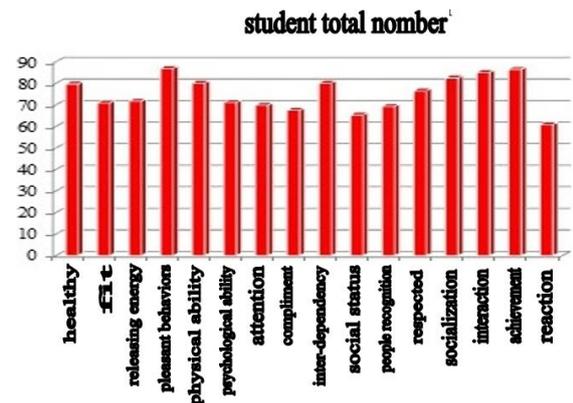


Figure 10: Motivation of All Students Based on Indicator.

In figure 9 and figure 10, the sub-variables of "Physiological" motivation of male students get the percentage of 73.2% and female students get 77%

percentage, overall gets 74% percentage. In the sub-variable "Sense of Secure" the male students get the percentage of 78.5% and the female students get the percentage of 81,6%, as a whole gets 79,1% percentage. In the sub variable "Dependence and Love" the male students get the percentage of 70.9% and the female students get the percentage of 78.3%, overall gets the percentage of 72.4%. In the sub variable "Self-Esteem" male students got percentage of 69.6% and female students got 78% percentage, overall got percentage of 71.2%. In the variable "Self-Actualization" the boys get 80.1% and the female students get the percentage of 81.3%, overall get the percentage of 80.3%.

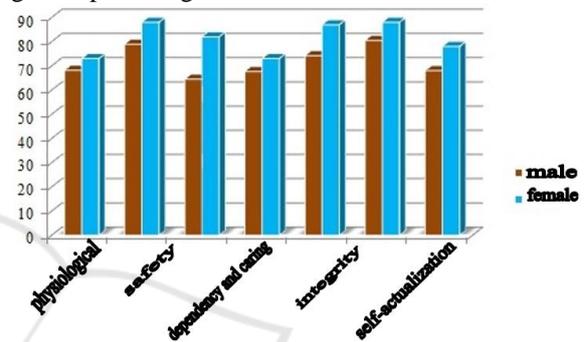


Figure 11: Participation of Male and Female Students Based on Sub Variable and Indicator.

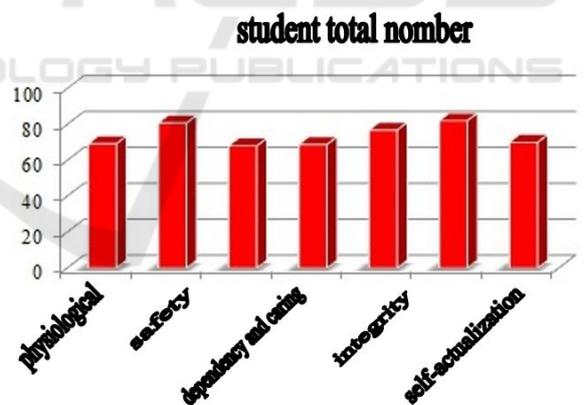


Figure 12: Participation of All Students Based on Sub Variable and Indicator.

In figure 11 and figure 12, the score of motivation with the highest indicator of whole students who followed the extracurricular activities of futsal was a fun indicator of 86.8% of the "Very Good" category. The indicator is responsible for 82% of the "Very Good" category.

In the sub-variables of participation "Attendance" of male students got percentage of 68.2% and female students got a percentage of 73%

while in the graph 12 overall got a percentage of 69.2%. In the "Directly Involved" participation variable the male students get 79% percentage and the female students get 88% percentage while in graph 12 overall get 80,8% percentage. In the sub-variables of "On Purpose" participation the male students get the percentage of 64.5% and the female students get 82% percentage while in graph 12 overall get 68% percentage. In the sub variable of participation "Giving Response" male students got percentage of 67,7% and female students got 73% percentage while in graph 12 overall got percentage 68,8%. In the sub-variables of participation "Giving Information" male students get percentage of 74.2% and female students get 87% percentage while in graph 12 overall got percentage 76,8%. In the "Responsible" student participation variables 80.5% percentage and female students get 88% percentage while in graph 12 overall gets 82% percentage. In the sub-variables of participation "Feel the Benefits" of male students gets percentage of 68% and female students get 78% percentage while in graph 12 overall gets 70% percentage.

4 CONCLUSIONS

Based on the results of processing and analysis of research data conducted, it can be concluded as follows the score of male students who follow futsal extracurricular activities has an average of 74.4% motivation and has an average participation rate of 71%, if you see the category table then the motivation and participation is included in the category of "Good", the score of female students who follow futsal extracurricular activities has an average of 79.2% motivation and has an average participation rate of 80.7%, if you see the category table then the motivation and participation are included in the category of "Good" Overall, the score of students who participated in extracurricular futsal activities had an average of 75.4% motivation score and had an average participation rate of 73.1%. If you look at the category table then the motivation and participation are included in the "Good" category, when viewed of the percentage of the value of motivation and participation of female students is higher than male students.

Based on the results of research, it has proven that the motivation and participation of students who follow futsal extracurricular activities has a percentage in the category of "Good". It would be nice for further research to conduct research in a wider scope or with a different extracurricular, so

that further research can support the research that has been done.

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