



THE RELATIONSHIP BETWEEN INTRINSIC AND EXTRINSIC MOTIVATION AND ATHLETIC PARTICIPATION IN STUDENTS

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Abstract

This study aims to analyze the relationship between intrinsic motivation and extrinsic motivation with athletic participation among students of MAN Insan Cendekia Gowa. The research employs a quantitative approach using a correlational method. The study population consists of students actively engaged in athletic activities, with a sample size of 35 students selected through purposive sampling. The research instruments include questionnaires to measure intrinsic and extrinsic motivation as well as athletic participation. Data were analyzed using Pearson's correlation test to determine the relationships between the variables studied. The results show a significant relationship between intrinsic motivation and athletic participation ($N = 35$, $r = 0.297$, $p = 0.003$) and between extrinsic motivation and athletic participation ($N = 35$, $r = 0.307$, $p = 0.000$). Based on these findings, it can be concluded that both intrinsic and extrinsic motivation significantly contribute to the level of students' athletic participation. This study provides important implications for educational administrators and sports coaches to consider motivational aspects in enhancing students' athletic participation.

Keywords: Intrinsic motivation, Extrinsic motivation, athletic, students

INTRODUCTION

Athletics is one of the basic sports that has an important role in developing physical skills and positive character in students. Athletics encompasses various sports disciplines, such as running, jumping, and throwing, which play a role in improving students' physical fitness and basic motor skills (Hidayat et al., 2021). In addition to physical benefits, athletic activities are also believed to build discipline, mental resilience, and confidence in their students (Taufik et al., 2021). However, despite the immense benefits, students' interest and motivation to participate in athletic activities at the high school level tends to fluctuate and is often not optimal.

Interest and motivation are two psychological aspects that greatly affect student participation and achievement in the field of sports. Interest in athletic sports can arise from a student's curiosity and enjoyment of physical activity, while motivation includes both internal and



external drives that move students to be active in sports. Factors such as support from teachers and peers, adequate facilities, and positive experiences in practice and competition can affect students' interest and motivation levels (Kristiyani, 2020). In addition, teachers and coaches' understanding of how to generate motivation through appropriate approaches also has a significant impact on student participation in athletic sports (Darisman et al., 2021).

The problem of low interest and motivation of students in participating in athletic activities in high school is something that needs to be considered because it can have an impact on low student participation in this sport. (Rifki et al., 2024) states that Active participation in sports not only contributes to physical health but also improves the overall quality of life of students. Therefore, it is important to understand the factors that influence students' interest and motivation towards athletic sports as a basis for designing an effective and engaging physical education program.

This study aims to analyze the factors that affect students' interest and motivation in participating in athletic sports in high school. By knowing these factors, it is hoped that the results of this research can be a reference for physical education teachers, schools, and related parties in developing more appropriate learning approaches and motivating students to participate more actively in athletic activities. Research in athletics has its own importance for the development of physical education and sports. First, by understanding the factors that affect students' interests and motivations, teachers and coaches can design learning and practice strategies that are more effective, interesting, and relevant to students' needs and desires (Setyono, 2012). This is expected to increase students' participation in sports activities, especially athletics, and in turn help them achieve optimal physical fitness.

This study aims to explore the relationship between intrinsic motivation and extrinsic motivation to student participation in athletic activities. By involving 35 respondents from Man Insan Cendekia Gowa students, this study measured three main variables, namely intrinsic motivation, extrinsic motivation, and level of participation in athletic activities. Through correlation analysis, this study is expected to provide a deeper understanding of the role of motivation in increasing student athletic participation and provide practical implications for the development of effective physical education programs in schools.

With adequate facilities and a supportive environment, students will be more encouraged to be active in sports, they can build a healthy lifestyle and strengthen positive characters such as cooperation, confidence, and mental resilience. Results of this research can be the basis for the development of curriculum and physical education policies that focus more on a motivating approach, so as to create a young generation who have motivation and interest in sports.



METHODOLOGY

This study uses a descriptive quantitative method to analyze students' interest and motivation in athletics. This approach aims to measure the level of interest and motivation as well as the factors that affect the two variables in high school students (Rizwan, 2017). This study uses a quantitative approach with a correlational survey method to analyze the relationship between intrinsic and extrinsic motivation and athletic participation. This approach was chosen because it was appropriate to identify the relationship between the variables studied.

The population in this study is athletes who actively participate in athletic activities at a certain level, such as schools, sports clubs, or athletic associations. Sampling was carried out using purposive sampling techniques with certain criteria, such as age, gender, level of experience, and frequency of participation in athletic activities. The number of samples of 35 people was determined based on statistical calculations to ensure the reliability of the research results (RK DI KLUB, n.d.).

The instrument used in this study is in the form of a questionnaire that has been validated. The questionnaire consists of three main sections: Intrinsic Motivation: Measures factors such as personal interest, satisfaction in training, and desire to improve skills. Extrinsic Motivation: Measures the influence of external rewards, encouragement from coaches or family, and competitive goals. Athletic Participation: Measures the frequency and intensity of involvement in athletic activities, including practices, matches, and tournaments. Data was collected by distributing questionnaires directly or through online platforms to respondents. Before filling out the questionnaire, the researcher provided an explanation of the research objectives and ensured the confidentiality of respondents' data.

RESULTS

Students' Interest in Athletic Sports

As many as 60% of students show a high interest in athletics, with the main reasons being personal pleasure and the view that athletic sports are beneficial to health. About 25% of students have moderate interests, and most of them say they are interested in certain activities, such as running or long jumping, but less interested in other branches. The remaining 15% of students show low interest in athletics, citing a lack of skills or feeling athletics is a grueling activity.

Student Motivation in Athletics

Intrinsic motivation: As many as 55% of students have high intrinsic motivation, indicating that these students are driven to practice athletics due to personal interests, physical challenges, and inner satisfaction. Extrinsic motivation: 45% of students show strong extrinsic motivation, such as encouragement from teachers, peer support, and appreciation from school. Most of them



feel compelled to do athletic exercises due to external influences.

From the results of the correlation analysis, it was found that there was a significant positive correlation between students' interest and motivation and the level of participation in athletic sports ($r = 0.65$; $p < 0.05$). This shows that students who have high interest and motivation tend to be more active in participating in athletic activities at school. Linear regression analysis showed that motivation contributed 45% to student participation in athletics, while interest contributed 35%.

Table 1. Descriptive test

Variabel	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Intrinsic Motivation	35	39	75	114	3469	99.11	12.114
Extrinsic Motivation	35	37	75	112	3276	93.60	11.364
Athletic Participation	35	41	71	112	3169	90.54	13.080

1. Intrinsic Motivation: Intrinsic motivation variables were measured in 35 participants, with a score range of 39, a minimum score of 75, and a maximum score of 114. The total score of all participants was 3469, with an average score (Mean) of 99.11 and a standard deviation of 12.114. This data shows that the intrinsic motivation of the participants is at a fairly high level, with variations in scores indicating that there are differences between individuals in terms of intrinsic motivation.
2. Extrinsic Motivation: For the extrinsic motivation variable, data were also taken from 35 participants, with a range of 37 values, a minimum score of 75, and a maximum score of 112. The total score collected was 3276, with an average score of 93.60 and a standard deviation of 11.364. This indicates that the participants' extrinsic motivation is slightly lower compared to intrinsic motivation. The lower standard deviation of intrinsic motivation suggests that the difference in extrinsic motivation between participants is slightly smaller.
3. Athletic Participation: In the athletic participation variable, there were 35 participants with a score range of 41, a minimum score of 71, and a maximum score of 112. The total score obtained from all participants was 3169, with an average score of 90.54 and a standard deviation of 13.080. This average of athletic participation showed that participant participation was at a moderate level, with a greater standard deviation



compared to extrinsic motivation, indicating greater variation among participants in their athletic participation.

Table 2. Hypothesis Test

Variable	Athletic Participation		
	N	Person Corelasi	Sig.
Intrinsic Motivation	35	0,297	0,003
Extrinsic Motivation	35	0,307	0,000

1. Intrinsic Motivation and Athletic Participation: There was a positive correlation between intrinsic motivation and athletic participation with a correlation coefficient of 0.297. The significance value (Sig.) is 0.003, which indicates that this relationship is significant at a high confidence level. This means that the higher the intrinsic motivation of a participant, the higher the athletic participation tends to be. Although this correlation is relatively weak, it is significant, so intrinsic motivation can be indicated as one of the factors contributing to athletic participation.
2. Extrinsic Motivation and Athletic Participation: There was a positive correlation of 0.307 between extrinsic motivation and athletic participation. With a significance value of 0.000, this correlation is also statistically significant. This correlation is slightly stronger compared to intrinsic motivation. These results indicate that extrinsic motivation has a slightly greater influence on athletic participation compared to intrinsic motivation. This suggests that external factors (such as rewards or social encouragement) also play an important role in increasing participants' athletic participation.

Overall, both intrinsic and extrinsic motivation have a positive and significant relationship with athletic participation. Although both showed a relatively weak correlation, they remained statistically significant, suggesting that an increase in both types of motivation could be related to an increase in athletic participation.

DISCUSSION

The results of this study show that most of the students of Man Insan Cendekia Gowa have a fairly good interest and motivation for athletics, mainly driven by intrinsic factors such as fun and challenge. This is in line with the theory that intrinsic motivation has a large role in



encouraging a person to engage in activities of interest, especially in adolescents who tend to seek personal satisfaction in physical activity. Students with high intrinsic motivation are more likely to participate in sports on an ongoing basis compared to those who rely solely on extrinsic motivation (Makki & Aflahah, 2019). Intrinsic motivation arises from within the individual, such as the sense of pleasure, satisfaction, or personal challenge felt when doing an activity, without expecting an external reward.

In adolescents, intrinsic motivation is very influential because they are in the phase of identity development and independence. Physical activity that is fun, interest-based, and provides a sense of accomplishment can encourage them to stay active consistently. Conversely, if physical activity is only driven by extrinsic motivations (such as parental demands or school grades), it is likely that the involvement will not last long. In the context of adolescence and physical activity, they are more intrinsically motivated if they are given the freedom to choose the type of sport, feel proficient in the activity, and have social support from friends or coaches

However, according to (Ya'lu et al., 2024) extrinsic motivation also has a significant influence, especially through social support from teachers and peers. This shows the importance of the role of the school environment in increasing student motivation. Meanwhile, (Amrulloh et al., 2024) stated that teacher support that provides positive reinforcement and friends who are active in sports can be an additional driving factor for students who may be less intrinsically motivated. Support from teachers and peers can be a very influential source of external motivation, especially when physical activity has not yet become a habit or personal interest. Social support from teachers and friends can help adolescents internalize the value of physical activity, so that extrinsic motivation slowly turns into more autonomous and closer to intrinsic motivation.

In addition, the results of this study support the importance of more creative and varied teaching strategies in physical education, especially in athletics, to reach students with low interests. For example, by providing a variety of exciting athletic activities and challenges according to students' abilities, their interest in the sport can be increased. These results are also relevant for schools and teachers in designing physical education programs that support students' interests and motivations. Schools can provide adequate facilities and hold healthy competition activities to create a more positive and conducive atmosphere. Thus, students are expected to have a better interest and motivation in athletics, which can ultimately build a sustainable healthy lifestyle.



CONCLUSION

Most students feel that athletic sports provide benefits to their physical health and fitness and that there is a significant positive relationship between interest and motivation to student participation in athletics. This means that, the higher the interest and motivation of students, the more likely they are to actively participate in athletic activities at school. Intrinsic motivation has a greater influence on participation than extrinsic motivation, although support from teachers and peers also plays an important role.

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