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## ***ANALYSIS OF STUDENT MOTIVATION IN PARTICIPATING IN BADMINTON EXTRACURRICULAR***

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### **Abstract**

*This study aims to analyze how much motivation students have in participating in Badminton extracurricular activities at MAN 3 Karawang but also to find out how much intrinsic motivation and extrinsic motivation students have in participating in Badminton extracurricular activities at MAN 3 Karawang. Research is quantitative descriptive research using survey methods, with data collection techniques using instruments in the form of questionnaires in the form of questionnaires. For the population in this study, there were 32 students who took part in extracurricular Badminton at MAN 3 Karawang. The instrument used was in the form of a questionnaire totaling 35 questions. Data analysis is used descriptive statistical analysis with the level of achievement of respondents. The results showed that students' motivation in participating in extracurricular Badminton at MAN 3 Karawang obtained overall can be categorized as medium with a respondent achievement level of 79.69%. While the intrinsic motivation factor obtained the results of the respondent's achievement level of 84.59% with the high category and for extrinsic motivation factors obtained the results of the respondent's achievement level of 74.79% with the medium category.*

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## INTRODUCTION

The systematic practice of engaging in games, tournaments, or contests with the aim of encouraging, developing, and nurturing one's physical and spiritual potential is what we call sport (Muharram et al., 2020). Based on this definition, sport is a means that hones and enhances the innate abilities of the human body through the medium of games. With the help of gym classes, school may be a great place to exercise through physical education subjects.

Compared to other disciplines taught in schools, physical education has some peculiar variations in terms of its objectives, instructional sequence, and pedagogical resources. The ultimate goal in children is for them to grow up to be productive adults (Gani et al., 2020).

According to (Purnomo, 2021) Physical education is an important component of formal education because it facilitates learning through the utilization of physical exercise. Student health, physical ability, organ potential, functional locomotor skills, and the inculcation of values such as patriotism, collaboration, courage, persistence, and self-confidence will benefit from participation in physical education. This point of view suggests that the purpose of physical education is to help children grow to their full physical and mental potential by improving their motor abilities and moral character (Fauzi, Alifyah, et al., 2023).

In most schools, students engage in regular sports-related activities, both inside and outside of formal sports lessons. Several factors interact and impact each other at school. When compared to other types of organizations, the school stands out for some of its unique qualities. The unique qualities that give schools their identity as sites where human civilization is taught and studied. Intra-school activities, especially extracurriculars, are important to help students reach their full potential (Nasution et al., 2023).

We now know that schools have added extracurricular activities to help children grow and develop their skills and interests. Students' potential, abilities, and interests can all benefit by engaging in extracurricular activities outside the classroom (Artha, 2021). Extracurricular activities not only help people develop regular exercise habits but also promote an overall healthy lifestyle. In addition, Badminton is a great example of extracurricular activities that help develop healthy collaboration and competition (Hidayat, 2021).

Students who take part in Badminton extracurricular activities not only learn to apply the principles of the sport well, but also learn to work together effectively and build a strong team (Hynninen et al., 2023). Participation in Badminton extracurricular activities can help students grow as individuals. In addition, Badminton is a universally accessible sport. Therefore, it is expected that students will perform well in every co-curricular activity related to Badminton. In addition, students can use these extracurriculars to fill their free time with productive activities (Nana Suryana Nasution, 2021)

According to (Depdiknas, 2018), In contrast to what is required by the curriculum, "extracurricular activities" are recommended. The purpose of extracurricular activities is to equip students with a more well-rounded education by exposing them to new experiences and perspectives, encouraging the growth of values and positive attitudes, and providing opportunities to put what they already have. studied in compulsory courses and electives for practical use. Activities outside of school, particularly sports, can help students focus their energy and develop their skills. Discipline, courage, helpfulness, cooperation, promoting a healthy lifestyle, skills and self-confidence are just some of the qualities and vital features that can be acquired

by participating in this sport (Nugroho et al., 2022).

Activities outside the regular school day are available for students at Madrasah Aliyah Negeri (MAN) 3 Karawang. The student council is responsible for all extracurriculars. Paskibra, PMR, Scouts, Badminton, Futsal, Volleyball, Basketball, Pencak Silat, Sisgana, Marching Band, Hadroh, and Religion are just a few of the various extracurriculars available to students at MAN 3 Karawang. Scouting is the only compulsory activity for students, while everything else is elective. Badminton is one of the few extracurricular activities available for students to develop their abilities in various subjects outside the academic field. Many grade 10, 11, and 12 students join the Badminton club at MAN 3 Karawang. Twice a week, on Tuesdays and Fridays from 15:00:00 - 17:30:30 WIB, this event takes place. A physical education instructor at MAN 3 Karawang trains this Badminton club.

When motivated, students will give their all organized sports. Student motivation may come either from within themselves or from more external sources. Teachers can encourage their students to take part in Badminton extracurricular activities for various reasons, including the hope that their students will get something of value (plus), the desire to develop into athletes, and the desire to make their loved ones proud (Wan et al., 2021).

Because the actions of people who do it will be more useful than the actions of people who do not have motivation, it is necessary to have motivation in doing an activity, especially sports. Young people (students) are more likely to take sports seriously and improve performance when they have a personal connection to the activity (Susilo, 2019). Why? Because these kids have a plan for their lives before they even start exercising. With that as motivation, students will work hard to realize their dreams. These disciples are influenced to succeed by both

internal and external forces. We can make smart estimates about which aspects are most important in determining success in achieving that goal. Both play an important role due to the unique nature of each person's requirements and goals while performing a particular task (Simanjuntak et al., 2020).

If a person does not enjoy doing something, he will try to counter or avoid that dislike with a series of activities designed to create a state in which he will be willing and willing to do it (Darmawan et al., 2021). Therefore, an individual's level of motivation may be triggered by outside influences but eventually develop organically. Intrinsic motivation of students can be defined as "the force that produces learning activities, ensures the continuity of learning activities, and guides learning activities" (Sumarni, Alwis, 2022).

Given the importance of motivation to one's psychological well-being, it has been decided to focus on this issue first. According to (Day et al., 2020). Both innate and extrinsic motivation exist. The motivation that comes from within a person, known as intrinsic motivation, is much stronger than the more common type of motivation, known as extrinsic motivation. If you don't want to practice, you won't. The drive to practice is shown in the individual's willingness to use the time and effort required. This means that everyone has an underlying drive that forces them to behave in a certain way (Ambrosini et al., 2022).

Coaches and teachers who oversee Badminton extracurricular activities often encourage students to strive for their best. Unfortunately, however, not all students or participants shared this encouragement. Their goals are diverse and motivated by their own needs. Because of these differences, exercising, especially Badminton, may be difficult. Given the above, it is important to know the level of interest in Badminton extracurricular activities among MAN 3 Karawang students.

## METHODS

Survey data was used to conduct this quantitative descriptive investigation. According to (Sukardi.M, 2019), Descriptive research is research that tries to give an accurate picture of the subject matter. The purpose of this study was to measure the interest of MAN 3 Karawang students towards extracurriculars. Meanwhile, information was collected through the use of questionnaire surveys. To collect data, the questionnaire provides a series of questions or statements and asks respondents to provide written responses (Fauzi, Aminudin, et al., 2023).

According to (Sugiyono, 2017), a population is a generic region made up of people, places, and things that have a set of traits that have been defined by scholars. MAN 3 Karawang students who had played Badminton as a club sport were included in the sample. Next, the researcher must select a subset of the population to be the survey respondent. These characteristics and population size are reflected in the sample, as suggested by (Sugiyono, 2017), the sampling method is known by that name.

Sampling is a procedure for selecting and sampling research (Sugiyono, 2017). Total sampling was used for this investigation because it best represented the population as a whole (Sugiyono, 2017). Since the overall population was less than one hundred people, the complete group was sampled for the study (Sugiyono, 2017). Thus, the sample size of the study is identical to the population size, which is 32 students.

Table 2. Descriptive Analysis of Student Motivation in Participating in Badminton Extracurricular Activities at MAN 3 Karawang.

No	Indicators	N	Score	Mean	TCR%	Category
1	Physical	32	639	3,33	83,20%	Tall
2	Interest	32	468	3,66	91,41%	Very High
3	Talent	32	533	3,33	83,28%	Tall

Data analysis methodology is a method of drawing conclusions from data. Data from the Respondent Achievement Level (TCR) are analyzed to provide an overview of these variables. The respondent achievement level (TCR) of each category is determined using descriptive information and a test of respondent achievement level (Tana et al., 2021).

TCR formula:

$$TCR = \frac{RS}{N} \times 100\%$$

Information:

TCR = Respondent Achievement Level

RS = Average respondents' answers

N = Maximum answer score value

Source: (Elisabet, 2021)

Here is the presentation of data in tabular form showing the percentage of development of each category.

Table 1. Percentage score list for each category

Percentage	Category
90 – 100 %	Very High
80 – 89 %	Tall
65 – 79 %	Keep
55 – 64 %	Low
0 – 54 %	Very Low

Sumber : (Oktaviana, 2020)

## FINDINGS AND DISCUSSION

### Findings

4	Motivation	32	515	3,22	80,47%	Tall
5	Milieu	32	353	2,76	68,95%	Keep
6	Family	32	348	2,72	67,97%	Keep
7	Facilities & Infrastructure	32	254	2,65	66,15%	Keep
8	Coach	32	492	3,84	96,09%	Very High
	Average	32	450	3,19	79,69%	Keep

For high category physical markers, the attainment rate (TCR) was 83.20 percent, as shown in table 1.2. Then, TCR of 91.41% in the very high category for indications of interest. The TCR for talent indication is 83.28%, putting it in a very high range. The TCR for motivation indicator was 80.47 percent, putting it in the very high range. Environmental health indicators scored a TCR of 68.95%, putting it in the "medium" range. The indicator for families was found to have a moderate TCR of 67.97%. The TCR for facilities and infrastructure indicators was found at 66.15%, in the medium range. Lastly, the trainer indicator was able to achieve a TCR in the very high range of 96.09. The average achievement of respondents was in the median range of 79.69% based on a study of eight markers of student motivation. In the form of a bar graph, it can be expressed as follows:

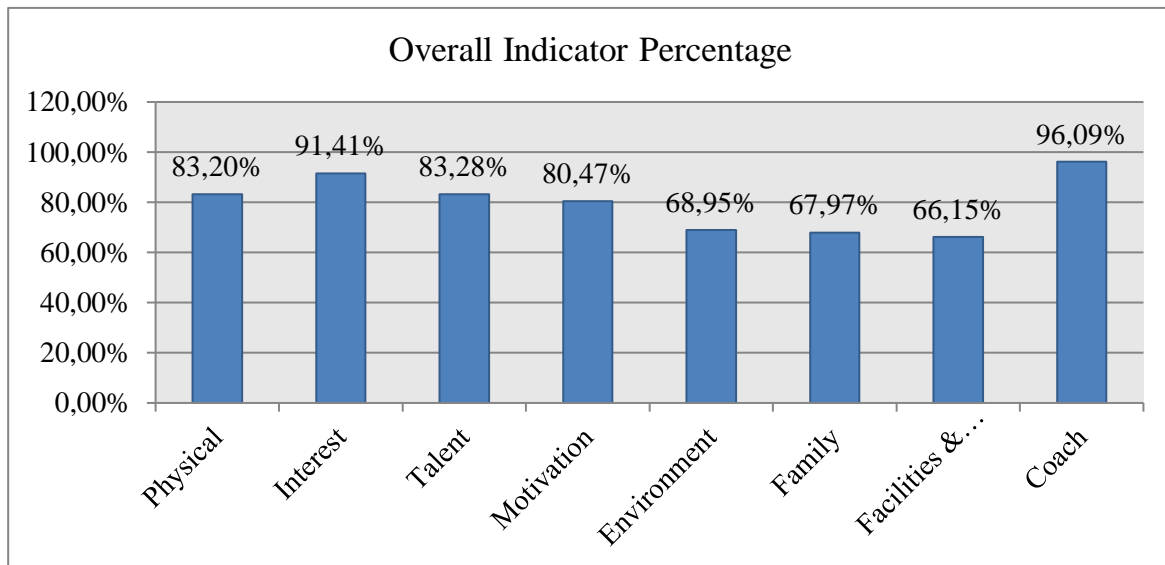


Figure 1. Overall Indicator Percentage Bar Chart

Research findings on the intrinsic and extrinsic motivation of MAN 3 Karawang students to play Badminton outside the classroom will also be explained in more depth. Some examples of intrinsic elements include a person's body, hobbies, abilities, and motivation. Environment, family, facilities, infrastructure, and trainers are examples of external variables.

a. Intrinsic Factors

Table 3. Descriptive Intrinsic Factors

No	Indicators	N	Score	Mean	TCR%	Category
1	Physical	32	639	3,33	83,20%	Tall

2	Interest	32	468	3,66	91,41%	Very High
3	Talent	32	533	3,33	83,28%	Tall
4	Motivation	32	515	3,22	80,47%	Tall
	Average	32	539	3,38	84,59%	Tall

As shown in table 1.3, respondents have a high Level of Achievement (TCR) for physical indicators (83.20 percent). In addition, TCR for interest indicators is 91.41% (very high), TCR for talent indications is 83.28% (high), and TCR for motivation indicators is 80.47% (high). The average response rate was 84.59%, placing them in the high-achieving group based on these four intrinsic metrics. A similar bar chart summarizing the underlying elements is shown below.

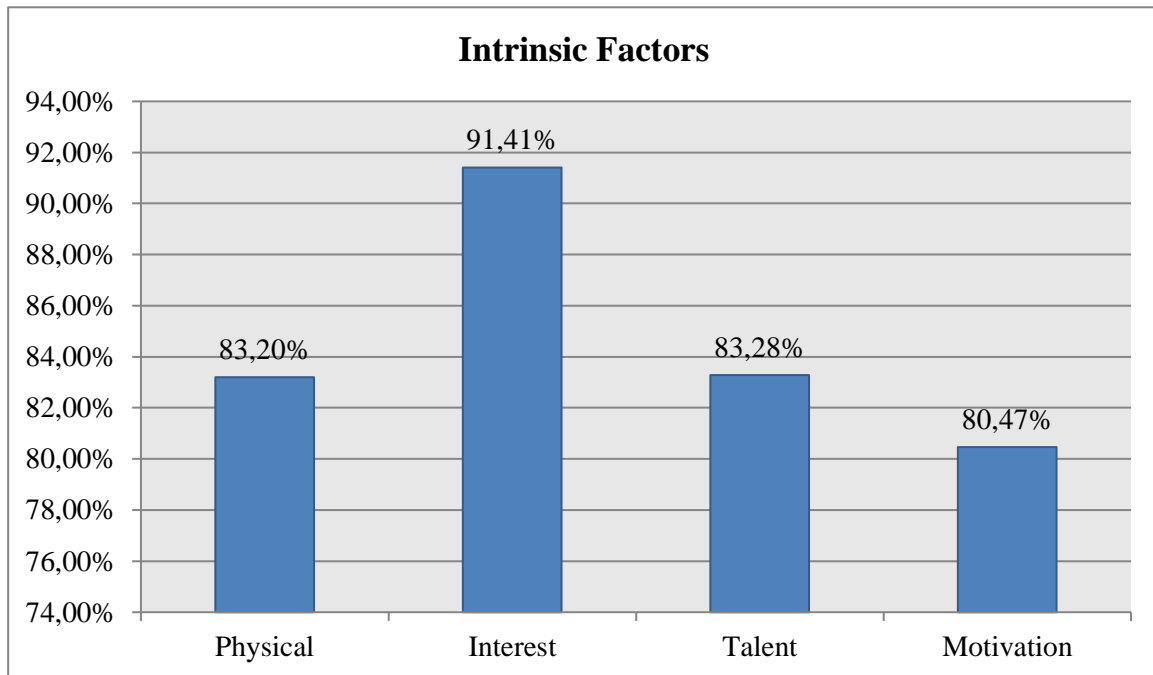


Figure 2.  
Intrinsic Factor Percentage Bar Chart

The completion rate of respondents was high, namely 84.59% based on the average value of intrinsic components in Badminton extracurricular activities at MAN 3 Karawang. This is because most students are very concerned about their health and strive to improve their fitness. Students who participate in Badminton extracurricular activities can expect to improve their physical health, focus their energy in productive ways, learn new skills, and stay motivated to succeed.

b. Extrinsic Factor

Table 4. Descriptive Extrinsic Factors

No	Indikator	N	Score	Mean	TCR %	Category
1	Milieu	32	353	2,76	68,95%	Keep
2	Family	32	348	2,72	67,97%	Keep
3	Facilities & Infrastructure	32	254	2,65	66,15%	Keep

4	Coach	32	492	3,84	96,09%	Very High
	Average	32	362	2,99	74,79%	Keep

Based on table 1.4, respondents have a medium achievement level (TCR) for environmental indicators of 68.95%. TCR is calculated to be 67.97%, placing it in the middle range, when family indications are used. The trainer metric received a very good score of 96.09%, while the facilities and infrastructure indicator received a fairly good score of 66.15%. The average respondent had an extrinsic indicator performance level of 74.79%, placing it in the medium achievement group. Here is a chart illustrating some of the extrinsic indicators that have been discussed.

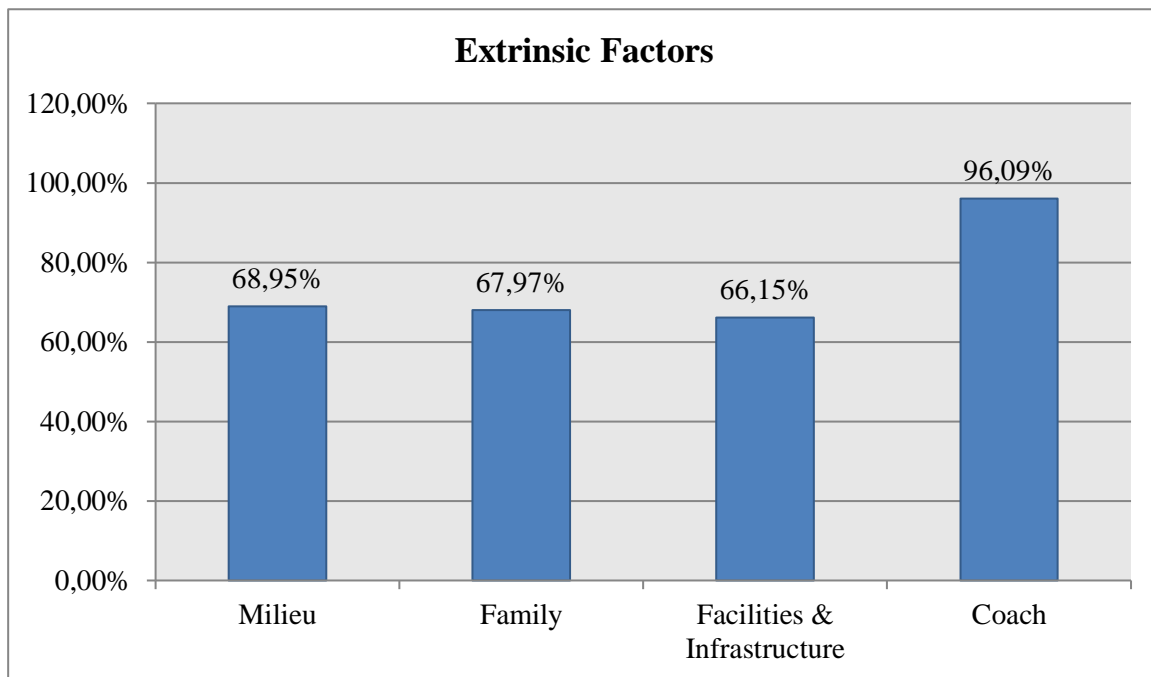


Figure 3.  
Extrinsic Factor Percentage Bar Chart

Students at MAN 3 Karawang scored an average of 74.79% on the extrinsic motivation quiz, indicating average academic success as a result of their participation in extracurricular Badminton. This is due to the fact that students are greatly influenced by their classmates, their school culture, the encouragement they get from their families, the accessibility of adequate facilities for training and competition, and the expertise of their coaches when deciding whether or not. to participate in Badminton as an extracurricular activity.

**Discussion**

Intrinsic motivation plays a significant role in driving student participation in extracurricular activities, as evidenced by high levels of achievement in physical indicators, interest, talent, and motivation. According to Self-Determination Theory (SDT), individuals

are inherently motivated to engage in activities that fulfill their psychological needs for autonomy, competence, and relatedness (Amrullah, 2023). In the context of Badminton at MAN 3 Karawang, students' interest in sports, belief in their abilities (talent), and personal motivation likely stem from the

fulfillment of these needs. Additionally, the Flow theory states that individuals are most motivated when they experience optimal challenge and engagement, which can explain why students are motivated to participate in Badminton despite external challenges.

Extrinsic factors, including environmental conditions, family support, and the availability of facilities & infrastructure, also influence student participation. These findings align with SDT by Deci and Ryan, stating that while intrinsic motivation is important, external factors can either support or hinder individual motivation (Marvianto & Widhiarso, 2019). However, moderate levels of achievement in these extrinsic indicators suggest that they may not be as influential as intrinsic motivators in driving student participation. This emphasizes the need for a balance between intrinsic and extrinsic motivators to maintain student engagement in extracurricular activities.

The significant impact of coaching indicators on student motivation highlights the role of external agents in shaping students' extracurricular experiences. Social Cognitive Theory (SCT) emphasizes the importance of observational learning and social influence in behavior change (Firmansyah & Saepuloh, 2022). In the context of Badminton at MAN 3 Karawang, the skills and support provided by coaches serve as sources of motivation and skill development crucial for students. These findings underscore the importance of effective coaching in fostering student engagement and success in extracurricular activities.

While environmental factors and family support play a role in student participation, their influence tends to be moderate compared to intrinsic motivators and coaching indicators. This aligns with the Expectancy-Value Theory by Eccles and Harold, stating that individuals are more likely to engage in activities they perceive as personally meaningful and enjoyable (Ummah et al.,

2021). In the case of Badminton at MAN 3 Karawang, students' intrinsic motivation and the support of their coaches may outweigh the impact of external factors on their participation.

These findings indicate that efforts to increase student participation and achievement in extracurricular activities should focus on nurturing intrinsic motivation and providing effective coaching support. This may involve implementing strategies to promote autonomy, competence, and relatedness among students, as well as providing training and resources to coaches to support student development. Additionally, creating a supportive environment within the school community and engaging families can complement intrinsic motivators and further enhance student participation in extracurricular activities.

Further research can explore additional factors influencing student motivation and participation in extracurricular activities, as well as the long-term impact of participation on students' academic and personal development. By understanding the complex interaction between intrinsic and extrinsic motivators, schools can design better interventions to promote student engagement and success in extracurricular endeavors such as Badminton at MAN 3 Karawang.

#### Conclusion and Recommendation

The analysis revealed that intrinsic factors such as physical fitness, interest, talent, and motivation significantly influence students' participation in badminton extracurricular activities at MAN 3 Karawang. Students demonstrated high achievement rates in these intrinsic factors, indicating a strong internal drive to engage in badminton. Extrinsic factors such as the environment, family support, facilities, infrastructure, and coaching quality also play a role, although to a lesser extent. While extrinsic factors contribute moderately to students' motivation, intrinsic motivators are more influential and sustainable over time.



Based on these findings, it is recommended that MAN 3 Karawang continue to foster an environment that nurtures students' intrinsic motivation by promoting physical fitness, encouraging their interests and talents, and providing opportunities for self-motivation. Additionally, efforts should be made to enhance extrinsic factors such as family involvement, improving facilities and infrastructure, and ensuring the quality of coaching. Collaborative initiatives involving school administrators, teachers, parents, and community members can help create a supportive ecosystem that enhances students' overall motivation and engagement in badminton extracurricular activities. Additionally, ongoing evaluation and adjustments should be made to ensure that the extracurricular program remains responsive to students' evolving needs and preferences.

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