

Student Motivation in Learning Football Games at SMAN 3 Purwakarta

Faisal Rafi^{1A-E*}, Abdul Salam Hidayat^{2B-D}, Tedy Purbangkara^{3B-D}

^{1,2,3} Universitas Singaperbangsa Karawang, West Java, Indonesia

faisalrafi205@email.com^{1*}, abdul.salamhidayat@fkip.ac.id², tedi.purbangkara@fkip.unsika.ac.id³

ABSTRACT

The purpose of this study was to determine the level of student motivation in learning soccer games for class X at SMAN 3 Purwakarta. This type of research is descriptive quantitative with the use of a questionnaire via Google Forms as a research instrument using a 5-point Likert scale. The population in this study were all class X students at SMAN 3 Purwakarta, namely 427 students. The sample in this study was 206 students, the result of calculations using the Slovin formula. The use of descriptive statistics in data analysis with percentages as an explanation of the results of the study. The results of this study show that student motivation in soccer games at SMAN 3 Purwakarta, in detail, has less criteria with a percentage of 63.4%, and has several factors, namely internal factors have 64.8%, while external factors have a percentage of 58%. So this study can conclude that student motivation in learning soccer games at SMAN 3 Purwakarta is in the lower category.

ARTICLE HISTORY

Received: 2025/06/20

Accepted: 2025/06/26

Published: 2025/06/28

KEYWORDS

Motivation;
Students;
Learning;
Games;
Football..

AUTHORS' CONTRIBUTION

A. Conception and design of the study;
B. Acquisition of data;
C. Analysis and interpretation of data;
D. Manuscript preparation;
E. Obtaining funding

Cites this Article : Rafi, Faisal; Hidayat, Abdul Salam; Purbangkara, Tedy. (2025). Student Motivation in Learning Football Games at SMAN 3 Purwakarta. **Competitor: Jurnal Pendidikan Kepeatihan Olahraga**. 17 (2), p.1383-1388

INTRODUCTION

Education is a process of transforming students' knowledge and skills to shape them into individuals who meet the hopes and goals of life in society (Nastiar, 2025). To realize these aspirations, professional teachers are needed who can provide guidance and help students achieve optimal personal development as social beings (Harita et al., 2022).

The advancement of technology today cannot replace the role of teachers as educators and character builders. Character education, taught by teachers, plays a crucial role in student development, especially at the elementary school level, where values such as honesty, responsibility, discipline, and empathy are instilled through integrated learning within daily school activities (Sundari, 2024).

Based on the definitions above, it can be concluded that education is the transfer of knowledge by teachers or other educational personnel to students, enabling them to

develop good character and moral values such as honesty, responsibility, and discipline, which are instilled through school learning. One such component is physical education, as overall, physical education focuses not only on physical development but also plays a crucial role in shaping the character of students at school (Simanullang et al., 2024).

Physical education is a component of overall education that prioritizes physical activity and fosters a healthy lifestyle for harmonious, balanced, and balanced physical, mental, social, and emotional growth and development (Muhammad Ali Akbar Sofyan, 2021: 111). Physical education can also help improve students' motivation and learning skills. Exercise and physical activity can help reduce stress and anxiety and improve mental well-being (Hizbulloh & Resita, 2023).

Motivation comes from the English word "motive," meaning "to move," which means the urge to act. Motivation can be defined as the force originating from within an individual that drives them to perform an activity. Motivation is the result of the entire process that drives a person to act, namely, the stimulus or reason that arises from within the individual to meet needs and achieve specific goals (Heri, Aminudin, & Purbangkara, 2022). In practice, motivation is influenced by various factors, both internal and external, which contribute to the emergence of this drive. According to Maharani (2019), an individual's desire to develop their potential and achieve specific goals is a form of inner drive that arises naturally from within. This drive is known as motivation.

Soccer is a popular sport for everyone because it's easy and inexpensive to play, and only requires one ball. Soccer is a world-renowned sport, played by 11 players to score a goal. Each player has the same role and responsibility, including the ability to attack and defend effectively. Therefore, good basic technique skills are essential for each player to control the ball and optimize it in any situation (Utama & Insanistyo, 2019: 68).

Researchers at SMAN 3 Purwakarta observed that soccer lessons at the school still faced shortcomings. Students were reluctant to participate for various reasons and factors, making it difficult to achieve educational goals, improve fitness, and develop motor skills. Teachers' learning methods at the site discouraged students from participating, leading to fear and anxiety during the lessons. In this case, the soccer activity that the author wants to examine is related to soccer learning conducted in schools. Because soccer learning in schools is important for student development and for achieving a significant physical education learning process, as well as for improving student skills. In this regard, the author is interested in conducting a study entitled "Learning Motivation of Grade X Students in Soccer Learning at SMAN Negeri 3 Purwakarta."

METHODS

This research employed quantitative methods. Quantitative methods employ techniques such as sampling and statistical analysis to collect data that can be measured numerically (Abdussamad and Zuchri, 2021). Many quantitative studies employ explanatory designs because the objective of this research is to examine the relationships between variables (Fadli, 2021).

This research employed a survey method using a Google Form questionnaire. Maharani (2019: 26) explains that the survey method is research conducted by collecting relatively limited data from a relatively large number of cases. Essentially, surveys are useful for understanding what exists without questioning why it exists.

RESULTS AND DISCUSSION

Result

Through descriptive research, it is hoped that this study can describe the object's condition in line with the actual situation obtained by the researcher. According to Dimiyati (2019:40), data analysis is a series of data compilation and processing to obtain results consistent with the data. Before conducting this research, the researcher requested permission to conduct the study on students at SMAN 3 Purwakarta from the vice principal for curriculum. The researcher also requested permission from the SMAN 3 Purwakarta sports teacher. Permission was also obtained to distribute a questionnaire consisting of statements online via Google Forms. The questionnaire used in this study was completed by 206 students, representing the total sample.

Afterwards, the respondents completed the questionnaire, consisting of 20 statements: 16 positive statements and 4 negative statements, with 5 answer choices for each statement. The data obtained in this study, "Student Motivation in Soccer Learning at SMAN 3 Purwakarta," is in the form of a score derived from two factors: intrinsic factors, with indicators of health, attention, interest, talent, maturity, and readiness. Extrinsic factors are characterized by family, school, and environment. After collecting the research data, analysis was conducted using Microsoft Excel 2021. Based on the research findings, Student Motivation in Extracurricular Activities was categorized into five categories: very good, good, sufficient, poor, and very poor. Arikunto (Maharani, 2019) explains the following categories:

Table 1.

Presentation of scores and answer categories from students

No	Assessment Rubric	Category
1	90 - 100%	Very Good
2	80 - 89%	Good
3	65 - 79%	Fair
4	55 - 64%	Poor
5	0 - 54%	Very Poor

Source: Arikunto (Maharani, 2019)

Internal Factors:

Based on student data regarding intrinsic motivational factors, the questionnaire consisted of 16 positive statements with scores ranging from 1 to 5. The results of the study, conducted with 206 respondents, examined the 16 positive statements to determine students' motivation to participate in soccer learning at SMAN 3 Purwakarta, based on intrinsic and extrinsic factors, as shown in the following table:

Table 2.
Results of the Motivation Analysis (Positive Statements)

No	Respondents' Answers					Quantity x Weight	Percentage Calculation	Presentation Results
	SS (5)	S (4)	N (3)	TS (2)	STS (1)			
1	58	83	62	1	0	812	812/1030x100%	78,8%
3	52	92	51	9	0	801	801/1030x100%	77,7%
4	20	38	101	41	4	643	643/1030x100%	62,4%
5	53	51	65	31	4	732	732/1030x100%	71,1%
6	26	13	92	56	17	589	589/1030x100%	57,1%
7	19	28	61	81	15	569	569/1030x100%	55,2%
8	26	50	73	49	6	655	655/1030x100%	63,5%
10	21	52	77	49	5	649	649/1030x100%	62,9%
11	98	94	12	0	0	904	904/1030x100%	87,7%
12	13	28	87	65	11	581	581/1030x100%	56,4%
13	16	58	70	51	9	635	635/1030x100%	61,6%
14	12	28	79	66	19	562	562/1030x100%	54,5%
15	13	30	49	81	31	527	527/1030x100%	51,7%
16	16	61	101	22	4	677	677/1030x100%	65,7%
18	22	50	105	23	4	677	677/1030x100%	65,7%
20	23	49	96	32	4	669	669/1030x100%	64,9%
Average								64,8%

Source: Processed by researchers, 2025

Based on Table 2 above, it can be said that the results of the analysis of motivation with positive statements have a percentage of 64.8% which is in the LESS category.

External Factors

Based on student data regarding the intrinsic factors of student motivation measured by a questionnaire consisting of 4 negative statement items, with a score of 1-5. The results of the study of 206 respondents on the 4 negative statement items conducted to determine student motivation in participating in soccer learning at SMAN 3 Purwakarta, based on intrinsic and extrinsic factors of student motivation, are in the following table:

Table 3.
Results of motivation analysis (negative statements)

No	Respondents' Answers					Quantity x Weight	Percentage Calculation	Presentation Results
	SS (1)	S (2)	N (3)	TS (4)	STS (5)			
2	9	16	101	60	20	680	680/1030x100%	66,0%
9	20	82	73	24	7	530	530/1030x100%	51,4%
17	36	51	68	32	18	529	529/1030x100%	51,3%
19	10	33	86	62	15	653	653/1030x100%	63,4%
Average								58,0%

Source: Processed by researchers, 2025

Based on Table 2 above, it can be said that the results of the analysis of motivation with positive statements have a percentage of 58% which is in the LESS category.

Table 4.

Results of data recapitulation of student motivation statements in participating in soccer learning

Statement	Results	Category
1	78,8%	Enough
2	66,0%	Cukup
3	77,7%	Cukup
4	62,4%	Less
5	71,1%	Cukup
6	57,1%	Less
7	55,2%	Less
8	63,5%	Less
9	51,4%	Not Enough
10	62,9%	Less
11	87,7%	Good
12	56,4%	Less
13	61,6%	Less
14	54,5%	Not enough
15	51,7%	Not enough
16	65,7%	Cukup
17	51,3%	Not enough
18	65,7%	Cukup
19	63,4%	Less
20	64,9%	Less
Average	63,4%	Less

Source: Processed by researchers, 2025

Based on the table above, it can be concluded that the motivation level of class X students in participating in soccer learning at SMAN 3 Purwakarta is in the Less category, with an average percentage of 63.4%. It is known that each statement item number 1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 18, and 20 obtained the Less category, while for statement items number 2, 9, 17, 19 obtained Less.

Table 5.

Percentage of indicators

Aspect	Indicators	Results	Category
Intrinsic	Health	64,8%	ot enough
	Attention		
	Interest		
	Talent		
	Maturity		
Extrinsic	Readiness	58,0%	ot enough
	Family		
	School		
Environment			
Total Average			63,4%

Source: Processed by researchers, 2025

Based on the calculation results with data processing of the research results of respondents' answers, the conclusion that can be drawn from the results of this study is that the motivation of class X students in participating in soccer learning at SMAN 3 Purwakarta is in the LESS category, with an average percentage of 63.4%. Intrinsic motivation with sub-indicators including Health, Attention, Interest, Talent, Maturity and Readiness has a percentage of 64.8% with the LESS category. Extrinsic motivation with sub-indicators including Family, School, and Environment has a percentage of 58.0% in Less.

CONCLUSION

Based on the results of the research and discussion that have been done, it can be concluded that the level of motivation of class X students at SMAN 3 Purwakarta in participating in soccer game learning is classified as LESS, with an average percentage of 63.4%. This finding indicates the need for an evaluation conducted by both students and physical education teachers at SMAN 3 Purwakarta. This evaluation is important so that in the future, student learning motivation towards soccer learning materials can be optimally increased, so that the main objectives of the educational process can be achieved comprehensively and effectively.

REFERENCES

- Abdussamad, M., & Zuchri, M. (2021). *Metodologi Penelitian Kuantitatif*. Jakarta: CV. Literasi Nusantara.
- Achmad, I. Z. (2016). Hubungan Antara Power Tungkai, Koordinasi Mata- Tangan, Dan Rasa Percaya Diri Dengan Hasil Keterampilan Open Spike Bola Voli. *Jurnal Pendidikan Unsika*, 4(1), 78-90.
- Fadli (2021). *Efektivitas Penggunaan Media Audio Visual Dalam Motivasi Siswa Belajar Passing Permainan Sepak Bola Pada Masa Pandemi Di Sekolah Mathlaul Anwar Segaran*.
- Simanullang, R. F., & Wijaya, A. (n.d.). Peran Pendidikan Pancasila Dalam Pembentukan Karakter Menuju Indonesia Emas 2045, 737-748.
- Sundari, E. (2024). Cendikia pendidikan. *Cendekia Pendidikan*, 4(4), 50-54. <https://doi.org/10.9644/sindoro.v3i9.252>
- Harita, A., Laia, B., & Zagoto, S. F. L. (2022). Peranan Guru Bimbingan Konseling Dalam Pembentukan Karakter Disiplin Siswa Smp Negeri 3 Onolalu Tahun Pelajaran 2021/2022. *Counseling For All (Jurnal Bimbingan Dan Konseling)*, 2(1), 40-52. <https://doi.org/10.57094/jubikon.v2i1.375>
- Hizbulloh, A. L. S., & Resita, C. (2023). Pengaruh Pendidikan Jasmani Terhadap Fungsi Kognitif dan Capaian Belajar Peserta Didik. *JPKO Jurnal Pendidikan Dan Keplatihan Olahraga*, 1(2), 46-53.
- Heri, S., Aminudin, R., & Purbangkara, T. (2022). Motivasi Siswa dalam Mengikuti Ekstrakurikuler Futsal di SMA Negeri 1 Jatisari. *Jurnal Pendidikan: Riset & Konseptual*, 6(1), 8-13.
- MuhammadAli Akbar Sofyan, Nana Suryana Nasution, M. S. (2021). Pembelajaran Outdoor Pendidikan Jasmani Dalam Membentuk Sikap Toleransi Di SMPN 1 Cikarang Utara. *Jurnal Literasi Olahraga*, 2(April), 110-118.
- Maharani, D. (2019). *Motivasi siswa dalam mengikuti kegiatan ekstrakurikuler bola basket di SMA Negeri 8 Banda Aceh*.
- Nastiar, M. F. (2025). Mengelola konflik pada lembaga pendidikan islam, (January).
- Utama, M. W., & Insanistyo, B. (2019). Analisis Kemampuan Teknik Dasar Bermain Sepakbola Pada Pemain Usia 16 Tahun. *Kinestetik: Jurnal Ilmiah Pendidikan Jasmani*, 3(1), 63-69.