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FACTORS AFFECTING STUDENTS' MOTIVATION TO PARTICIPATE IN BADMINTON EXTRACURRICULAR ACTIVITIES AT SMP PARAMOUNT PALEMBANG

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Abstract

This study aimed to examine the factors affecting students' motivation to participate in badminton extracurricular activities at SMP Paramount Palembang. This research employed a descriptive survey design. The population consisted of all students participating in badminton extracurricular activities, and the sample included 24 students selected using a saturated sampling technique. Data were collected through a structured questionnaire designed to measure students' motivation based on internal and external factors. The collected data were analyzed using percentage-based descriptive analysis to determine the level of students' motivation and the contribution of each factor. The findings showed that students' motivation to participate in badminton extracurricular activities was generally in the high category. Interest emerged as the most dominant internal factor, while the coach's role was identified as the strongest external factor supporting student participation. Other factors, including facilities, learning environment, physical health, and technical mastery, also contributed positively to students' motivation. This study concludes that students' motivation in badminton extracurricular activities is influenced by the interaction of internal and external factors. Therefore, strengthening students' interest, improving coaching quality, and providing supportive facilities and environments are important for sustaining student participation in school-based badminton extracurricular programs.

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INTRODUCTION

Extracurricular sport activities are an important part of school education because they provide students with opportunities to develop physical fitness, psychological readiness, social interaction, discipline, and positive habits beyond



regular classroom learning. Participation in school-based sport activities has been associated with better social development, emotional well-being, and healthy lifestyle formation among adolescents (Eime et al., 2013; Li et al., 2024). In the school context, extracurricular activities also function as a medium for talent development and character building, particularly when students are supported by structured programs, adequate facilities, and competent coaches.

Badminton is one of the most popular sports in Indonesia and is frequently offered as an extracurricular activity in schools. This sport is attractive to students because it is relatively easy to play, requires agility and coordination, and can be practiced individually or in pairs. However, student participation in badminton extracurricular activities is not only determined by the availability of the program but also by the level of motivation that encourages students to attend training, follow instructions, improve skills, and remain involved consistently. Motivation is a key psychological factor that influences students' willingness to participate in sport and physical activity (Teixeira et al., 2012). In physical education and school sport settings, motivation is commonly shaped by internal factors such as interest, enjoyment, physical condition, and perceived ability, as well as external factors such as coach support, facilities, peers, family, and school environment (Aoyagi et al., 2020; White et al., 2021).

Previous studies have shown that students' motivation to participate in school sport activities is influenced by both personal and environmental factors. Self-determination theory explains that students are more likely to maintain participation when they feel competent, autonomous, and socially connected in the activity (White et al., 2021). In extracurricular sport contexts, coach behavior, peer relationships, and a supportive learning climate can strengthen students' motivation and engagement (Aoyagi et al., 2020). Recent research also indicates that extracurricular sport participation contributes positively to students' well-being and school experiences, especially when the activity is managed in a supportive and enjoyable environment (Li et al., 2024). In badminton extracurricular activities, students' motivation is often related to their interest in the sport, desire to improve skills, enjoyment during practice, and encouragement from coaches and friends.

Although motivation in school sports has been widely discussed, specific evidence regarding the factors affecting students' motivation to participate in badminton extracurricular activities at SMP Paramount Palembang remains limited. Most previous studies have focused on general sport participation, physical education learning, or extracurricular activities in broader contexts, while fewer studies have examined badminton as a specific school-based extracurricular program. This condition creates a research gap, particularly in understanding which internal and external factors are most dominant in encouraging students to participate consistently in badminton extracurricular activities.

The novelty of this study lies in its specific focus on badminton extracurricular participation at SMP Paramount Palembang by identifying the internal and external factors that influence students' motivation. This study is important because the findings can provide practical information for schools, physical education teachers, and coaches in designing more attractive, supportive, and sustainable badminton extracurricular programs. Based on this background, the problem formulation of this study is: what factors affect students' motivation to participate in badminton extracurricular activities at SMP Paramount Palembang? Therefore, this study aimed to analyze the internal and external factors influencing students' motivation to participate in badminton extracurricular activities at SMP Paramount Palembang.

METHOD

This study employed a descriptive survey method to examine the factors affecting students' motivation to participate in badminton extracurricular activities at SMP Paramount Palembang. The descriptive survey design was used because the study aimed to describe students' motivational conditions based on internal and external factors without giving treatment or intervention.

The population of this study consisted of all students who participated in badminton extracurricular activities at SMP Paramount Palembang. The total population was 24 students. Because the number of participants was relatively small, all members of the population were included as the research sample. Therefore, this study used a saturated sampling technique, in which every member of the population was selected as the sample.

The research instrument used in this study was a structured questionnaire designed to measure students' motivation in participating in badminton extracurricular activities. The questionnaire covered several indicators, including physical health, technical mastery, interest, coach role, facilities, and environmental support. These indicators represented internal and external factors that may influence students' motivation. The questionnaire was distributed directly to the respondents, and students were asked to answer each item according to their actual condition and experience during badminton extracurricular activities.

The data collection procedure was conducted by first identifying the students who actively participated in badminton extracurricular activities. After that, the questionnaire was administered to all participants. The collected responses were then checked, classified, and tabulated based on each motivational indicator. Data were analyzed using descriptive percentage analysis. The percentage results were used to determine the level of students' motivation and to identify the dominant factors affecting their participation in badminton extracurricular activities.

RESULTS

The results of the descriptive percentage analysis showed that students' overall motivation to participate in badminton extracurricular activities at SMP

Paramount Palembang reached 81.84%. This percentage indicates that students' motivation was categorized as high. The findings also showed that all measured factors contributed positively to students' motivation, with percentage scores ranging from 79% to 85%.

Table 1.

Percentage of Students' Motivation Factors in Badminton Extracurricular Activities

No.	Motivation Factor	Percentage	Category
1	Coach role	85%	High
2	Facilities	82%	High
3	Environment	82%	High
4	Physical health	80%	High
5	Interest	80%	High
6	Technical mastery	79%	High
	Overall motivation	81.84%	High

Based on Table 1, the coach role obtained the highest percentage, reaching 85%, and was categorized as high. Facilities and environment each reached 82%, while physical health and interest each reached 80%. Technical mastery obtained the lowest percentage among the measured factors, with a score of 79%, but it remained within the high category. Overall, most students demonstrated a high level of motivation to participate in badminton extracurricular activities.

DISCUSSION

The findings of this study indicate that students' motivation to participate in badminton extracurricular activities at SMP Paramount Palembang was in the high category. This result shows that students have a strong willingness to remain involved in badminton activities, which is shaped by the interaction of internal and external motivational factors. Internal factors, such as interest, physical health, and technical mastery, support students' personal desire to participate, while external factors, including the coach's role, facilities, and environment, strengthen their consistency and engagement during training.

The coach's role emerged as the most dominant factor influencing students' motivation. This finding suggests that guidance, encouragement, communication, and positive training experiences provided by the coach are essential in maintaining students' participation. In the context of sport motivation, supportive coaching can increase students' sense of competence, confidence, and relatedness, which are important elements in self-determination theory (White et al., 2021). This is also consistent with Aoyagi et al. (2020), who found that coaches, peers, and the school environment play an important role in shaping students' motivation to participate in school-based extracurricular sports.

Interest was also found to be an important internal factor. Students who have a strong interest in badminton are more likely to enjoy training, attend activities

regularly, and make efforts to improve their skills. This finding supports Teixeira et al. (2012), who explained that enjoyment and intrinsic motivation are important predictors of continued participation in physical activity. In addition, students' motivation is strengthened when they feel that badminton provides benefits for health, skill development, achievement, and social interaction.

Facilities and environmental support also contributed positively to students' motivation. Adequate facilities can make training more comfortable, safe, and enjoyable, while a supportive environment can encourage students to participate more actively. This finding is in line with Aoyagi et al. (2020), who emphasized that school-based sport participation is influenced not only by personal motivation but also by the quality of the surrounding environment. Therefore, motivation should not be viewed only as an individual factor, but also as a result of interaction between students and their learning environment.

Theoretically, this study strengthens the view that students' motivation in extracurricular sports is influenced by both intrinsic and extrinsic factors. Practically, the findings imply that schools should improve the quality of coaching, maintain adequate badminton facilities, and create a supportive extracurricular climate. The novelty of this study lies in its specific focus on badminton extracurricular activities at SMP Paramount Palembang, which provides contextual evidence regarding the dominant factors affecting students' sport participation. The contribution of this study is that it offers practical information for physical education teachers, coaches, and schools in developing more effective and sustainable badminton extracurricular programs.

CONCLUSION

This study concluded that students at SMP Paramount Palembang had a high level of motivation to participate in badminton extracurricular activities. The findings showed that students' motivation was influenced by both internal and external factors. Interest was identified as the dominant internal factor, while the coach's role was the dominant external factor. These results indicate that students' participation in badminton extracurricular activities can be sustained when they have strong personal interest and receive appropriate support from coaches, facilities, and the school environment. Therefore, schools are encouraged to improve coaching quality, provide adequate facilities, and create a supportive extracurricular atmosphere. Future research is recommended to involve a larger sample, different school contexts, and additional variables to obtain broader findings regarding students' motivation in school-based sports activities.

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