



The Role of Campus Sports Facilities in Increasing Student Motivation to Exercise

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Abstract: This research aims to analyze the role of campus sports facilities in increasing student motivation to exercise at the Faculty of Sports Science and Health (FIKK) Universitas Negeri Makassar (UNM). Sports facilities are one of the important components in supporting students' physical activities in the campus environment. This research uses a quantitative approach with a survey method on 150 FIKK UNM students selected through purposive sampling. The research instrument uses a questionnaire that has been tested for validity and reliability to measure the quality of sports facilities and the level of student motivation to exercise. Data were analyzed using descriptive analysis and simple linear regression analysis. The research results show that campus sports facilities have a significant influence on student motivation to exercise with a coefficient of determination (R^2) value of 0.682 or 68.2%. Adequate, well-maintained, and easily accessible facilities have been proven to increase students' intrinsic and extrinsic motivation to engage in regular sports activities. This research concludes that improving the quality and accessibility of campus sports facilities can be an effective strategy in encouraging an active and healthy lifestyle among students.

Keywords: sports facilities, exercise motivation, students, campus

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INTRODUCTION

Physical activity and sports are important components in maintaining individual health and well-being, including among students (Widodo & Lumintuarso, 2020). In this modern era, sedentary lifestyles are increasingly becoming a serious problem among students who tend to spend more time on academic activities involving the use of technology and sitting activities for long periods. This phenomenon has resulted in a decrease in students' physical activity levels which impacts various health problems such as obesity, decreased physical fitness, and mental health disorders (Nurhidayah & Graha, 2021). Therefore, efforts to increase student participation in sports activities become very important and strategic in the context of higher education.

Universities as educational institutions have a responsibility not only in the intellectual development of students, but also in fostering their physical and mental health (Syahputra & Lubis, 2020). One form of this responsibility is providing adequate and quality sports facilities to support students' physical activities. Campus sports facilities include various infrastructures such as sports fields, sports halls, fitness centers, swimming pools, and sports equipment that can be used by students for various types of physical activities. The availability of these adequate facilities is expected to be the main driver for students to be more active in sports and adopt a healthy lifestyle (Pratama & Hanief, 2020).

The Faculty of Sports Science and Health (FIKK) Universitas Negeri Makassar (UNM) as an educational institution that focuses on the field of sports has a strategic position in promoting physical activity and sports among students. FIKK UNM is expected not only to produce graduates who are competent in the field of sports theoretically, but also to become role models in implementing an active and healthy lifestyle. To achieve this goal, the availability of quality sports facilities becomes an important prerequisite that must be met by the institution. Good sports facilities will create a conducive environment for students to carry out various physical activities according to their interests and needs (Rahman & Syahrudin, 2021).

Motivation is a key factor that determines the level of student participation in sports activities (Hidayat & Arovah, 2020). Exercise motivation can be distinguished into intrinsic motivation that comes from within the individual such as pleasure and personal satisfaction, and extrinsic motivation that comes from external factors such as rewards, social recognition, or available facilities. Various studies have shown that sports facilities have a significant influence on individual motivation to exercise. When sports facilities are well available, easily accessible, well-maintained, and equipped with adequate equipment, students' motivation to exercise will increase significantly (Kusuma & Wijaya, 2021).

Previous research has identified various aspects of sports facilities that can influence exercise motivation, including the physical quality of facilities, accessibility, equipment availability, cleanliness and maintenance, and the atmosphere of the sports environment (Saputra et al., 2020). However, research that specifically examines the role of campus sports facilities in increasing student motivation to exercise in the context of FIKK UNM is still limited. In fact, a deep understanding of the relationship between sports facilities and student motivation is very important for designing effective strategies and policies in increasing student participation in sports activities.

The phenomenon occurring at FIKK UNM shows that although this faculty has various sports facilities, the level of utilization of these facilities by students is not yet optimal. Initial observations show that some sports facilities are not utilized maximally, while on the other hand there are complaints from students related to the condition, availability, or accessibility of certain facilities. This condition raises questions about the extent to which existing sports facilities are currently able to motivate students to exercise regularly. Therefore, this research becomes important to be conducted in order to provide an empirical picture of the role of campus sports facilities in shaping student motivation to exercise (Firmansyah & Hariadi, 2021).

This research is also motivated by the importance of evaluating investments made by institutions in the development of sports facilities. FIKK UNM has made various efforts to develop sports facilities in recent years, but there has been no comprehensive study evaluating the impact of this development on student motivation and exercise behavior. By understanding the relationship between sports facilities and student motivation, faculty management can make more appropriate decisions in terms of resource allocation, facility development priorities, and strategies for promoting sports activities on campus (Wibowo & Santoso, 2020).

Based on this background, this research aims to analyze the role of campus sports facilities in increasing student motivation to exercise at FIKK UNM. Specifically, this research will identify the condition of existing sports facilities, measure the level of student motivation to exercise, and analyze the relationship and influence between sports facilities and student motivation to exercise. The results of this research are expected to provide theoretical contributions to the development of knowledge about sports psychology and sports facility management, as well as provide practical recommendations for FIKK UNM management in improving the quality of sports facilities to encourage more optimal student participation in physical activities.

METHODS

This research uses a quantitative approach with a survey method to analyze the role of campus sports facilities in increasing student motivation to exercise at FIKK UNM. This approach was chosen because it allows researchers to collect data from a representative sample and analyze the relationships between variables statistically (Sugiyono, 2021). The population in this research is all active students of FIKK UNM totaling 1,245 students in the even semester of the 2023/2024 academic year. The sampling technique used is purposive sampling with criteria of students who have used campus sports facilities at least once a month for the last three months. Based on the Slovin formula with a 5% error rate, a sample of 150 respondents was obtained which is considered to represent the characteristics of the population as a whole (Arikunto, 2020).

The research instrument used is a questionnaire consisting of two main parts, namely the sports facilities questionnaire and the exercise motivation questionnaire. The sports facilities questionnaire was developed based on the dimensions of facility quality which include aspects of

availability, accessibility, physical condition, cleanliness, equipment completeness, and comfort of the sports environment. Meanwhile, the exercise motivation questionnaire was adapted from the Sport Motivation Scale which has been modified according to the research context to measure students' intrinsic and extrinsic motivation in exercising (Vallerand et al., 2020). Both questionnaires use a Likert scale with five answer alternatives ranging from strongly disagree to strongly agree. Before use, the research instrument went through a validity test process using Pearson product moment correlation and a reliability test using Cronbach's Alpha with results showing that all statement items were valid with r calculated values greater than r table and reliable with Cronbach's Alpha values above 0.70 (Ghozali, 2021).

Data collection was carried out for four weeks from March to April 2024 by distributing questionnaires directly to respondents at various campus sports facility locations such as soccer fields, sports halls, fitness centers, and other sports fields. The researcher was assisted by three enumerators who had been given prior training to ensure consistency in the data collection process. Before filling out the questionnaire, respondents were given an explanation of the research objectives and asked to sign informed consent as a form of voluntary participation. The collected data was then checked for completeness and coded to facilitate the subsequent analysis process (Widiyanto, 2020).

The data analysis techniques used in this research include descriptive analysis and inferential analysis. Descriptive analysis is used to describe the condition of campus sports facilities and the level of student motivation to exercise through calculations of mean, median, mode, standard deviation, as well as frequency and percentage distributions. To interpret the results of descriptive analysis, categorization is used based on predetermined score ranges with categories of very low, low, medium, high, and very high. Meanwhile, inferential analysis uses simple linear regression tests to analyze the influence of campus sports facilities on student motivation to exercise. Before conducting the regression test, prerequisite analysis tests were first carried out including normality tests using the Kolmogorov-Smirnov test, linearity tests using the test for linearity, and heteroscedasticity tests using the Glejser test to ensure that the data meets the assumptions required in regression analysis (Santoso, 2020). All statistical analyses were performed using SPSS version 26 software with a significance level set at 0.05 or 5%. The analysis results are then interpreted and presented in the form of tables, graphs, and descriptive narratives to facilitate understanding and discussion of research findings.

RESULT AND DISCUSSION

The results of this research show a comprehensive picture of the condition of campus sports facilities at FIKK UNM and the level of student motivation in exercising. Based on descriptive analysis of 150 respondents, it was found that the condition of campus sports facilities at FIKK UNM is in the good category with an average score of 3.85 from a maximum scale of 5.00. This indicates that in general students assess positively the sports facilities available on campus. The aspect that received the highest assessment is the availability of diverse types of sports facilities with an average score of 4.12, followed by the accessibility of facility locations with a score of 3.98, and the completeness of sports equipment with a score of 3.87. However, there are several aspects that still need special attention, namely the maintenance condition of facilities with a score of 3.65 and the cleanliness of the sports facility environment with a score of 3.58 which are in the fairly good category (Setiawan & Nugroho, 2020).

These findings are in line with field observation results which show that FIKK UNM has various quite complete sports facilities including soccer fields, basketball courts, volleyball courts, badminton courts, gymnastics halls, fitness centers, and athletic fields. This diversity of facilities provides wide choices for students to carry out various types of sports activities according to their interests and needs. The location of facilities within the campus area also makes it easier for students to access these facilities between lectures. However, the condition of some facilities shows signs of wear and requires more intensive routine maintenance. Some sports equipment such as mats, balls, and nets already show less than optimal conditions so replacement or repair is needed to ensure user safety and comfort (Prasetyo & Hidayat, 2021).

Regarding student motivation to exercise, the research results show that the level of motivation of FIKK UNM students in exercising is in the high category with an average score of 4.02 from a maximum scale of 5.00. Students' intrinsic motivation has an average score of 4.15, which shows that most students exercise because of the pleasure and personal satisfaction they feel when doing physical activities. Students feel happy and enjoy the exercise process itself without being too dependent on external factors. Meanwhile, students' extrinsic motivation has an average score of 3.89, which indicates that external factors such as available facilities, peer support, social recognition, and health targets also influence student motivation to exercise. These findings are consistent with self-determination theory which states that intrinsic and extrinsic motivation both play a role in shaping individual behavior, although intrinsic motivation tends to produce better consistency and sustainability in the long term (Ryan & Deci, 2020).

Further analysis shows that there is variation in exercise motivation among students based on their demographic characteristics. Male students show a slightly higher level of motivation compared to female students with an average score difference of 0.23 points. Early semester students show greater enthusiasm in utilizing campus sports facilities compared to final semester students, which is possibly caused by the busyness of final semester students in completing final assignments and graduation preparation. Students who live on campus or around campus also show a higher frequency of using sports facilities compared to students who live far from campus, which indicates that distance and accessibility are important factors that influence student exercise behavior (Nurdiansyah & Wahyuni, 2021).

The results of prerequisite analysis tests show that the research data has met the normality assumption with a Kolmogorov-Smirnov test significance value of 0.112 which is greater than 0.05, which means the data is normally distributed. The linearity test shows a deviation from linearity significance value of 0.328 which is greater than 0.05, which means the relationship between sports facilities and student motivation is linear. The heteroscedasticity test using the Glejser test shows a significance value of 0.456 which is greater than 0.05, which means there is no heteroscedasticity in the regression model. After the prerequisite assumptions were met, simple linear regression analysis was performed to test the influence of campus sports facilities on student motivation to exercise. The regression analysis results show a regression coefficient value of 0.758 with a significance value of 0.000 which is smaller than 0.05, which means campus sports facilities have a positive and significant influence on student motivation to exercise (Ghozali, 2021).

The coefficient of determination value obtained is 0.682 or 68.2%, which shows that campus sports facilities are able to explain 68.2% of the variation in student motivation to exercise, while the remaining 31.8% is influenced by other factors not examined in this research such as social support, previous sports experience, perceptions about health, and other psychological factors. This quite large coefficient of determination value indicates that campus sports facilities have a very important role in shaping student motivation to exercise. The regression equation obtained is $Y = 1.125 + 0.758X$, which means that every one unit increase in sports facility score will increase student exercise motivation score by 0.758 units assuming other factors are constant. The constant of 1.125 shows that if the sports facility score is zero, then the student exercise motivation score will be 1.125, although in practical context this condition is impossible because sports facilities must have a certain value (Santoso, 2020).

The findings of this research provide empirical confirmation of various theories and previous research which state that the physical environment including sports facilities has a significant influence on individual behavior and motivation in exercising. According to health behavior ecology theory, the physical environment is one of the important determinants that shape individual health behavior including physical activity and sports. Sports facilities that are of good quality, easily accessible, and well-maintained will create an environment that supports and facilitates exercise behavior, thereby increasing the likelihood of individuals to engage in physical activities regularly. Conversely, facilities that are poor, difficult to access, or not maintained will become barriers for individuals to exercise even though they have intentions and awareness about the importance of physical activity (Sallis et al., 2020).

The results of this research also show that specific aspects of sports facilities have different contributions to student motivation. The availability of various types of diverse sports facilities gives students the freedom to choose the type of activity that suits their interests and preferences, thereby increasing their intrinsic motivation to exercise. Good accessibility of facility locations reduces time and transportation barriers that are often reasons for students not to exercise. Adequate completeness of sports equipment ensures that students can carry out various sports activities optimally without having to wait their turn or bring their own equipment. However, maintenance conditions and cleanliness of facilities that still need to be improved show that the aspect of routine maintenance of sports facilities is an area that requires more attention from management (Harahap & Siregar, 2021).

The practical implications of the findings of this research are that FIKK UNM management needs to make sustainable investments in the development and maintenance of campus sports facilities. Improving facility quality includes not only building new facilities, but also maintaining and caring for existing facilities to remain in optimal condition. A good facility management system needs to be implemented including routine maintenance schedules, facility condition monitoring, and responsive damage reporting mechanisms. The cleanliness of sports facility environments also needs special attention through the provision of adequate cleaning staff and cleanliness campaign programs involving facility users. In addition, it is also important to conduct periodic evaluations of user satisfaction with facilities and identify needs for developing new facilities based on trends and student interests that continue to develop (Wicaksono & Purnama, 2020).

This research also reveals that although sports facilities have a large influence on student motivation, there are still other factors that play a role in shaping exercise motivation. These factors include social support from friends and family, sports promotion programs on campus, role models from lecturers or athletes, positive experiences in previous exercise, and knowledge about the health benefits of physical activity. Therefore, a comprehensive strategy to increase student participation in sports should not only focus on providing physical facilities, but also needs to include supporting programs such as student sports communities, campus sports events, peer mentoring programs in sports, and educational campaigns about the importance of physical activity. Integration between the provision of quality facilities and attractive supporting programs will create a conducive campus sports ecosystem and motivate students to adopt an active and healthy lifestyle sustainably (Ismail & Ramadhan, 2021).

CONCLUSION

Based on the research results and discussion that have been described, it can be concluded that campus sports facilities at FIKK UNM are in good condition with the availability of diverse types of facilities and adequate accessibility, although there are still several aspects that need to be improved, especially in terms of facility maintenance and cleanliness. The level of motivation of FIKK UNM students in exercising is in the high category, with intrinsic motivation being more dominant than extrinsic motivation. Statistical analysis results prove that campus sports facilities have a positive and significant influence on student motivation to exercise with a contribution of 68.2%, which shows that sports facilities are an important factor in encouraging students to engage in physical activities regularly.

Based on these conclusions, several suggestions that can be given are as follows. First, FIKK UNM management is advised to improve the maintenance and care system of sports facilities routinely and in a planned manner so that facility conditions remain optimal and safe to use. Second, it is necessary to improve the cleanliness of sports facility environments through the addition of cleaning staff and provision of supporting facilities such as adequate trash bins and handwashing stations. Third, the faculty can develop supporting programs such as sports communities, campus sports events, and health education campaigns to optimize the utilization of existing facilities. Fourth, periodic evaluations of user needs and satisfaction with facilities need to be conducted as a basis for future facility development planning. Fifth, for future researchers, it is recommended to conduct further research by exploring other factors that

influence student motivation to exercise as well as using qualitative research methods to gain a deeper understanding of students' experiences in using campus sports facilities.

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