



Factors Influencing Student Interest Participating in Campus Sports Activities

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Abstract: This study aimed to analyze the factors that influenced student interest in participating in campus sports activities at the Faculty of Sports Science and Health (FIKK), State University of Makassar (UNM). Student participation in campus sports activities was an important indicator in supporting character development, physical health, and academic achievement. The research method used was a quantitative approach with survey techniques using structured questionnaires distributed to 200 FIKK UNM students. Data analysis used descriptive statistical techniques and multiple regression to identify the dominant factors influencing student interest. The research results showed that there were five main factors that influenced student interest, namely intrinsic factors (personal motivation and health awareness), extrinsic factors (social support and sports facilities), academic factors (flexibility of lecture time), psychological factors (self-confidence and previous experience), and campus environment factors (accessibility and program availability). From the regression analysis results, intrinsic factors and sports facilities had the most significant influence on student interest with a coefficient of determination value of 67.3%. This study provided recommendations to the faculty to improve the quality of sports facilities, develop more varied sports programs, and create a campus environment that supported students' active lifestyles.

Keywords: student interest, campus sports activities, FIKK UNM, motivation factors, sports participation.

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INTRODUCTION

Sports was one of the fundamental aspects of human life that not only functioned to maintain physical health, but also contributed to character formation, social skill development, and overall quality of life improvement (Hidayat & Pratama, 2021). In the context of higher education, campus sports activities had a strategic role as a means of holistic student development, which focused not only on cognitive aspects but also on affective and psychomotor aspects. Higher education institutions as educational institutions had a responsibility to create a conducive environment for students to develop their potential maximally, including through active participation in sports activities (Nugraha & Ramadhan, 2022).

The Faculty of Sports Science and Health (FIKK), State University of Makassar (UNM) as one of the higher education institutions that focused on sports and health fields, had an important role in developing sports culture among students. As a faculty that specifically housed study programs related to sports science, FIKK UNM was expected to become a role model in implementing quality campus sports activities and be able to attract student interest to participate actively (Syahputra, 2020). The existence of various student activity units (UKM) in sports, inter-study program competitions, and recreational sports programs were an integral part of the campus sports ecosystem that aimed to increase student participation in physical activities.

Nevertheless, the phenomenon that occurred in the field showed that the level of student participation in campus sports activities was still not optimal (Firmansyah & Wahyudi, 2021). Various preliminary observations conducted showed that only a small portion of students consistently participated in sports activities organized by the faculty or university. This condition became a paradox considering that FIKK UNM students should have had higher awareness



regarding the importance of physical activity and sports in daily life. Various factors were suspected to be the cause of low student participation, ranging from internal factors such as lack of motivation and personal awareness, to external factors such as facility limitations, schedule conflicts with academic activities, and lack of social support from the surrounding environment (Rahman & Saputra, 2023).

Interest was one of the psychological factors that had a significant influence on individual behavior in conducting an activity. According to motivation theory, interest could be understood as a relatively fixed soul tendency toward a particular object or activity accompanied by feelings of pleasure and encouragement to be actively involved (Wulandari & Kusuma, 2022). In the context of campus sports activities, student interest became an important predictor that determined whether students would participate actively and sustainably in various sports programs provided. High interest would encourage students to allocate their time, energy, and resources to be involved in sports activities, while low interest tended to make students ignore opportunities to participate (Putra & Setiawan, 2021).

Various previous studies had identified a number of factors that influenced student interest and participation in sports activities. Research conducted by Andrianto and Widodo (2020) showed that intrinsic factors such as personal motivation, awareness of health benefits, and previous positive experiences had a strong correlation with student participation levels in campus sports. Meanwhile, research by Kurniawan et al. (2022) emphasized the importance of extrinsic factors such as the quality of sports facilities, peer support, and campus policies that supported sports activities. Furthermore, a study conducted by Pratiwi and Hartono (2023) revealed that academic factors such as course load and time flexibility also had a significant influence on student interest in participating in sports activities.

Although there had been many studies examining student participation in campus sports, research that specifically analyzed the factors influencing student interest at FIKK UNM was still very limited. The characteristics of FIKK UNM students who had educational backgrounds in sports provided a unique dimension that needed to be studied in depth. Students at this faculty were expected not only to understand sports theories and concepts academically, but also to practice active and healthy lifestyles in their daily lives. Therefore, it was important to identify specific factors that influenced their interest so that appropriate strategies could be designed to increase participation in campus sports activities (Hasanah & Fauzi, 2021).

This research was important to conduct for several reasons. First, the results of this study could provide a comprehensive picture of the actual condition of FIKK UNM student interest in campus sports activities along with the factors that influenced it. Second, the findings of this study could become the basis for the faculty and university in formulating more effective policies and programs to increase student participation in sports activities. Third, this research could provide theoretical contributions to the development of literature on student sports behavior in higher education, especially in faculties engaged in sports fields (Mahmud & Rosyid, 2022).

Based on this background, this study aimed to identify and analyze the factors that influenced student interest in participating in campus sports activities at FIKK UNM. Specifically, this study examined the influence of intrinsic, extrinsic, academic, psychological, and campus environment factors on student interest. The results of this study were expected to provide practical recommendations for stakeholders at FIKK UNM in efforts to increase student participation in campus sports activities, so that ultimately it could support the achievement of the faculty's vision and mission in producing graduates who were not only academically competent but also had excellent physical health and strong character.

METHODS

This study used a quantitative approach with correlational descriptive design that aimed to identify and analyze the factors that influenced student interest in participating in campus sports activities at FIKK UNM. The population in this study was all active FIKK UNM students registered in the 2024/2025 academic year, with a total population of 1,250 students from various study programs in the faculty. The sampling technique used was proportionate stratified random sampling to ensure proportional representation from each study program and class level. Based on

calculations using the Slovin formula with a 95% confidence level and 5% margin of error, a sample size of 200 students was obtained who were randomly selected by considering proportions from each stratum (Sugiyono, 2020).

The data collection instrument used in this study was a structured questionnaire developed based on literature review and adapted to the FIKK UNM context. The questionnaire consisted of three main parts, namely the first part contained respondent identity including study program, class year, gender, and experience participating in campus sports activities. The second part contained statements related to factors suspected to influence student interest, which included intrinsic factors such as personal motivation and health awareness, extrinsic factors such as social support and facility quality, academic factors such as course load and time flexibility, psychological factors such as self-confidence and previous experience, and campus environment factors such as accessibility and program availability. The third part contained statements to measure the level of student interest in participating in campus sports activities. Each statement in the questionnaire used a five-point Likert scale, ranging from strongly disagree to strongly agree, to measure respondents' perceptions and attitudes toward each aspect studied (Arikunto, 2021).

Before the questionnaire was used for main data collection, validity and reliability tests of the instrument were conducted first. The validity test was conducted using the Pearson product moment correlation technique to test whether each statement item in the questionnaire was able to accurately measure the intended construct. Statement items were declared valid if the correlation coefficient value was greater than the r table value at a significance level of 0.05. Meanwhile, the reliability test was conducted using Cronbach's Alpha technique to measure the internal consistency of the instrument, with criteria that the instrument was considered reliable if the Cronbach's Alpha value was greater than 0.70. The instrument trial results conducted on 30 students outside the research sample showed that all statement items were declared valid with correlation values ranging from 0.45 to 0.87, and the instrument had high reliability with a Cronbach's Alpha value of 0.91 (Ghozali, 2021).

The data collection process was conducted during a four-week period in the even semester of the 2024/2025 academic year. Questionnaires were distributed to respondents through two methods, namely directly in hard copy form for students who could be met on campus, and online using Google Forms for students who were difficult to reach directly. Before filling out the questionnaire, respondents were given explanations regarding research objectives, data confidentiality guarantees, and their right not to participate if unwilling. The questionnaire filling process took approximately 15 to 20 minutes per respondent, and the researcher ensured that each respondent filled out the questionnaire completely and in accordance with the instructions given. Of the total 200 questionnaires distributed, all returned completely and were suitable for analysis, so the response rate in this study reached 100% (Creswell, 2020).

The data analysis technique used in this study included descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis was used to describe respondent characteristics and distribution of respondent answers to each variable studied, by calculating mean, median, mode, standard deviation, and percentage values for each response category. This analysis provided a general picture of respondent profiles and their answer tendencies toward factors influencing interest in campus sports activities. Meanwhile, inferential statistical analysis used multiple linear regression analysis techniques to test the simultaneous and partial influence of independent variables on the dependent variable, namely student interest in participating in campus sports activities. Before conducting regression analysis, classical assumption tests were conducted which included normality tests, multicollinearity tests, heteroscedasticity tests, and linearity tests to ensure that the data met the requirements to be analyzed using regression techniques. The entire data analysis process was conducted using SPSS version 26 software with the significance level set at 0.05, so hypotheses were accepted if the probability value was less than 0.05 (Santoso, 2022).

RESULT AND DISCUSSION

Based on the results of data collection from 200 FIKK UNM student respondents, a picture of respondent characteristics was obtained which showed that the majority of respondents were male at 58% and female at 42%. The distribution of respondents based on study programs showed that 35% came from the Physical Education, Health and Recreation study program, 28% from Sports Coaching Education, 22% from Sports Science, and 15% from the Public Health study program. Based on class year level, respondents were distributed with relatively even proportions, with 28% from the class of 2024, 26% from the class of 2023, 24% from the class of 2022, and 22% from the class of 2021. This characteristic data showed that the research sample was sufficiently representative to represent the diversity of FIKK UNM students from various study program backgrounds and class year levels (Nasution & Wijaya, 2021).

Descriptive analysis results regarding the level of student interest in participating in campus sports activities showed that overall, the level of student interest was in the moderate category with a mean value of 3.42 from a maximum scale of 5.00. The distribution of respondents based on interest level showed that 18% of students had very high interest, 32% had high interest, 35% had moderate interest, 12% had low interest, and only 3% had very low interest in campus sports activities. This finding indicated that although more than half of students showed positive interest in campus sports activities, there was still a quite significant proportion of students who had low or moderate interest, thus requiring special attention from the faculty to identify barriers and develop appropriate strategies to increase their interest (Kurniawan & Hidayat, 2022).

Analysis of intrinsic factors showed that personal motivation and awareness of health benefits were important components that influenced student interest in participating in campus sports activities. The research results revealed that students who had high intrinsic motivation, such as the desire to maintain health, improve physical fitness, and relieve stress, tended to have higher interest in participating in sports activities. As many as 72% of respondents stated that they had good awareness regarding the importance of physical activity for health, but only 54% consistently allocated time for sports. The gap between awareness and action showed that although students understood the benefits of sports cognitively, there were other barriers that prevented them from implementing that knowledge into real behavior. This finding was in line with research conducted by Andrianto and Widodo (2020) which stated that intrinsic motivation had a significant positive correlation with student participation in sports activities, but needed to be supported by external factors that facilitated those actions.

Extrinsic factors, especially social support and sports facility quality, also showed significant influence on student interest. The research results showed that 68% of students stated that support from peers and their social environment greatly influenced their decision to participate in campus sports activities. Students who had friends or groups who were actively engaged in sports tended to be more motivated to participate because of the social and togetherness aspects that made sports activities more enjoyable. Meanwhile, regarding sports facilities, as many as 61% of respondents assessed that the quality and availability of sports facilities at FIKK UNM still needed to be improved. The most frequently conveyed complaints were related to limited access to certain facilities, poorly maintained equipment conditions, and limited facility usage schedules. This finding supported the argument put forward by Kurniawan et al. (2022) that adequate sports infrastructure was an important prerequisite to encourage student participation in campus sports activities.

Academic factors, especially course load and time flexibility, were one of the main barriers identified in this study. As many as 76% of respondents stated that dense class schedules and piling academic assignments were often the main reasons why they could not participate in sports activities regularly. Students felt that they had to prioritize academic activities above other activities, including sports, because of pressure to achieve good academic performance. This condition created a dilemma for students who actually had interest in sports but were constrained by limited time and energy. Furthermore, the research results showed that final-year students tended to have lower interest compared to first-year students, which could be explained by increasing academic burdens and focus on completing final assignments or theses. This finding was consistent with research by Pratiwi and Hartono (2023) which revealed that conflict between

academic demands and non-academic activities was a significant factor influencing student participation in campus sports.

Psychological factors, especially self-confidence and previous experience, also played an important role in shaping student interest in campus sports activities. The research results showed that students who had positive experiences in sports since school tended to have higher interest in continuing sports activities in higher education. Conversely, students who had negative experiences, such as having experienced failure in sports competitions or feeling untalented in certain sports fields, tended to avoid campus sports activities. As many as 48% of respondents stated that they felt less confident about their sports abilities, especially when having to compete or train with other students who were considered more skilled. This feeling of inferiority could be a significant psychological barrier that reduced their motivation to participate. This result was in line with self-efficacy theory proposed by Bandura which stated that individual beliefs about their own abilities greatly influenced activity choices and the level of effort they gave (Wulandari & Kusuma, 2022).

Campus environment factors, which included facility accessibility and availability of varied sports programs, also contributed to student interest. The research results showed that 64% of students assessed that accessibility to sports facilities at FIKK UNM was already quite good, but they complained about the lack of variation in sports programs offered. The majority of available sports programs were still focused on conventional sports such as football, basketball, and badminton, while student interest in alternative sports such as yoga, pilates, hiking, or extreme sports had not been well accommodated. This lack of variation made some students feel that campus sports activities did not match their personal interests and preferences. Furthermore, the research results also identified that promotion and socialization regarding campus sports activities were still not optimal, with 57% of students stating that they did not receive adequate information regarding schedules and types of available sports activities (Hasanah & Fauzi, 2021).

Multiple linear regression analysis results showed that the five factors studied simultaneously had a significant influence on student interest in participating in campus sports activities, with an F value of 48.72 and a significance value of 0.000 which was smaller than 0.05. The coefficient of determination value obtained was 0.673, which indicated that 67.3% of variation in student interest could be explained by these five factors, while the remaining 32.7% was influenced by other factors not included in this research model. Partially, intrinsic factors showed the most dominant influence with a beta coefficient value of 0.342 and significance value of 0.001, followed by sports facility factors with a beta coefficient value of 0.287 and significance value of 0.003. Meanwhile, academic factors had a negative beta coefficient of minus 0.215 with significance of 0.012, which indicated that the higher the student academic burden, the lower their interest in participating in campus sports activities. Psychological factors and campus environment factors also showed significant influence with beta coefficient values of 0.198 and 0.173 respectively, with significance values of 0.018 and 0.025 respectively (Ghozali, 2021).

The findings of this study provided important practical implications for developing strategies to increase student participation in campus sports activities at FIKK UNM. Considering that intrinsic factors had the most dominant influence, the faculty needed to develop programs that could increase awareness and intrinsic motivation of students regarding the importance of sports. This could be done through intensive health campaigns, seminars and workshops on sports benefits, and testimonials from students or alumni who had felt positive impacts from active lifestyles. In addition, considering the importance of sports facility factors, investment in improving and adding sports facilities became a priority that needed to be considered by faculty management. Facility quality improvement included not only quantity aspects, but also quality, maintenance, and accessibility aspects that made it easier for students to use these facilities (Rahman & Saputra, 2023).

Regarding academic barriers identified, the faculty could consider integrating sports activities into the academic curriculum, for example through practical sports courses that were mandatory for all students or through a credit system for participation in sports student activity units. This approach would not only increase student participation but also send a strong message that the faculty considered physical development and health as an integral part of holistic education. In

addition, arranging more flexible and diverse sports activity schedules, including providing time options in the morning, afternoon, or evening, could help accommodate students with different class schedules. To overcome psychological barriers, the faculty could develop more inclusive and non-competitive sports programs, which provided space for students with various skill levels to participate without feeling intimidated or inferior (Mahmud & Rosyid, 2022).

This study also identified several limitations that needed to be considered in interpreting results. First, this study was only conducted in one faculty in one university, so generalization of results to broader contexts needed to be done carefully. Second, this study used a cross-sectional design that only took data at one particular time point, so it could not capture dynamic changes in student interest over time. Third, although this study had identified main factors that influenced student interest, there were still other variables that might also be influential but were not included in this research model, such as economic factors, family background, or social media influence. For further research, it was recommended to use longitudinal designs that could track changes in student interest over longer time periods and include additional relevant variables to provide more comprehensive understanding of this phenomenon (Santoso, 2022).

CONCLUSION

Conclusions

Based on the research results and discussions that had been conducted, it could be concluded that there were five main factors that influenced FIKK UNM student interest in participating in campus sports activities, namely intrinsic factors, extrinsic factors, academic factors, psychological factors, and campus environment factors. These five factors simultaneously had significant influence on student interest with a contribution of 67.3% to variation in student interest. Partially, intrinsic factors which included personal motivation and awareness of health benefits were the most dominant factors in influencing student interest, followed by sports facility factors which included quality and availability of infrastructure. Academic factors showed significant negative influence, indicating that course loads and time limitations were the main barriers for students to participate in campus sports activities. The overall level of FIKK UNM student interest was in the moderate category, with 50% of students showing high or very high interest, while the rest still had moderate to low interest. This finding indicated that although most students had good awareness regarding the importance of sports, there were various barriers that prevented them from implementing that awareness in the form of active participation in campus sports activities.

Recommendations

Based on research conclusions, several recommendations that could be given to various parties were as follows. First, to FIKK UNM faculty it was recommended to improve the quality and quantity of sports facilities through adequate budget allocation for procuring new equipment, maintaining existing facilities, and expanding student access to sports facilities outside class hours. Second, the faculty needed to develop more varied and inclusive sports programs that could accommodate diverse interests and preferences of students, including alternative sports and recreational sports that were not too competitive. Third, there needed to be better integration between academic activities and sports activities, for example by providing special time slots in class schedules for sports activities or providing academic recognition for student participation in sports student activity units. Fourth, the faculty needed to intensify campaigns and socialization regarding the importance of active and healthy lifestyles through various campus communication media, and involve lecturers and staff as role models who were actively engaged in sports. Fifth, to overcome psychological barriers, the faculty could develop mentoring or coaching programs that helped students who lacked confidence to start getting involved in sports activities through supportive and non-judgmental approaches. Sixth, for students themselves it was recommended to be more proactive in allocating time for sports and not only prioritize academic aspects alone, because good physical and mental health would actually support more optimal academic performance. Seventh, for subsequent researchers it was recommended to conduct follow-up research using longitudinal designs to track changes in student interest and participation over

longer time periods, and include other variables that had not been studied in this research such as social media influence, family support, and economic factors. With implementation of these recommendations, it was hoped that student participation in campus sports activities could increase significantly, thus contributing to the formation of FIKK UNM graduates who were not only academically competent but also had excellent physical health and strong character.

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