



## **Student Interest and Motivation in Tapak Suci Pencak Silat Extracurricular Activities at Muhammadiyah Loa Janan Vocational High School**

Minat dan Motivasi Siswa terhadap Ekstrakurikuler Pencak Silat Tapak Suci di Sekolah Menengah Kejuruan Muhammadiyah Loa Janan

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### **Abstrak**

Kegiatan ekstrakurikuler memainkan peran penting dalam pengembangan siswa, khususnya dalam pendidikan seni bela diri seperti Tapak Suci. Namun, menurunnya tingkat partisipasi dalam kegiatan ekstrakurikuler Tapak Suci di sekolah kejuruan menunjukkan potensi masalah dalam minat dan motivasi siswa yang memerlukan penyelidikan sistematis. Penelitian ini bertujuan untuk menilai tingkat minat dan motivasi siswa dalam berpartisipasi dalam kegiatan ekstrakurikuler Tapak Suci di SMK Muhammadiyah Loa Janan dan mengidentifikasi faktor-faktor yang memengaruhi partisipasi mereka. Desain penelitian deskriptif kuantitatif digunakan dengan metode survei. Populasi terdiri dari 50 siswa terdaftar, dengan 30 peserta aktif dipilih melalui teknik total sampling. Data dikumpulkan menggunakan kuesioner yang divalidasi berdasarkan skala Likert yang dimodifikasi, yang mengukur faktor intrinsik (fisik, minat, bakat, motivasi) dan faktor ekstrinsik (lingkungan, keluarga, fasilitas, instruktur). Penelitian ini menunjukkan bahwa minat dan motivasi siswa dalam kegiatan ekstrakurikuler Tapak Suci dikategorikan sedang hingga rendah. Tingkat kehadiran menunjukkan bahwa hanya 60% siswa terdaftar yang berpartisipasi aktif dalam sesi pelatihan reguler. Faktor motivasi intrinsik menunjukkan pengaruh yang lebih tinggi daripada faktor ekstrinsik dalam mempertahankan partisipasi siswa. Minat dan motivasi siswa dalam kegiatan ekstrakurikuler Tapak Suci perlu ditingkatkan melalui desain program yang lebih baik, dukungan instruktur, dan pengembangan fasilitas. Temuan penelitian ini memberikan wawasan berharga tentang sifat multifaset motivasi siswa dalam kegiatan ekstrakurikuler Tapak Suci, yang menyoroti kekuatan dan area yang perlu ditingkatkan dalam implementasi program saat ini. Tingkat motivasi keseluruhan yang sedang hingga tinggi ( $M = 2,51$ ) menunjukkan bahwa meskipun siswa memiliki minat dasar terhadap kurikulum, masih terdapat ruang yang substansial untuk berkembang. Temuan ini memberikan wawasan berharga bagi lembaga pendidikan untuk mengembangkan program ekstrakurikuler yang lebih efektif.

**Kata Kunci:** minat siswa, motivasi, tapak suci, ekstrakurikuler

### **Abstract**

*Extracurricular activities play an important role in student development, especially in martial arts education such as Tapak Suci. However, the declining participation rate in Tapak Suci extracurricular activities in vocational schools indicates potential problems in student interest and motivation that require systematic investigation. This study aims to assess the level of interest and motivation of students in participating in Tapak Suci extracurricular activities at SMK Muhammadiyah Loa Janan and identify factors that influence their participation. A descriptive quantitative research design was used with a survey method. The population*

consisted of 50 enrolled students, with 30 active participants selected through a total sampling technique. Data were collected using a validated questionnaire based on a modified Likert scale, measuring intrinsic factors (physical, interest, talent, motivation) and extrinsic factors (environment, family, facilities, instructors). The study showed that students' interest and motivation in Tapak Suci extracurricular activities were categorized as moderate to low. Attendance rates indicated that only 60% of enrolled students actively participated in regular training sessions. Intrinsic motivational factors showed a higher influence than extrinsic factors in maintaining student participation. Student interest and motivation in Tapak Suci extracurricular activities need to be improved through better program design, instructor support, and facility development. The findings of this study provide valuable insights into the multifaceted nature of student motivation in Tapak Suci extracurricular activities, highlighting strengths and areas for improvement in the current program implementation. The moderate to high overall motivation level ( $M = 2.51$ ) indicates that although students have a basic interest in the curriculum, there is still substantial room for growth. These findings provide valuable insights for educational institutions to develop more effective extracurricular programs.

**Keywords:** student interest, motivation, Tapak Suci, extracurricular activities

## INTRODUCTION

Physical education is essentially an integral part of the overall education system, aiming to develop aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning and moral actions through physical activities and sports (Pangestu, Lanang, Parwata, & Wijaya, 2021). Vocational schools are required to provide educational services that encourage the development of students' talents, interests, and abilities through various extracurricular programs. Among these various extracurricular options, pencak silat programs such as Tapak Suci have significant relevance in developing physical abilities and character formation of adolescent students (Astuti & Priyambada, 2022).

Tapak Suci, a traditional Indonesian martial art affiliated with the Muhammadiyah movement, is more than just physical training. It embodies an educational concept based on Islamic principles derived from the Qur'an and Sunnah, emphasizing brotherhood and character development (Maryati & Kaltsum, 2020). Since its founding on July 31, 1963, Tapak Suci has spread throughout Indonesia, taught at various levels of education, from elementary to higher education, within the Muhammadiyah educational framework.

Despite its recognized benefits, involvement in Tapak Suci extracurricular activities faces challenges in the modern educational environment. Previous research has revealed that students' motivation to engage in martial arts varies widely, driven by

both intrinsic and extrinsic factors (Mahardhika, 2018) . Intrinsic motivation encompasses personal interest in martial arts and aspirations to develop physical and mental talents, while extrinsic motivation relates to external influences such as parental encouragement, peer pressure, and recognition for achievement.

This urgent need stems from reports of declining participation in the Sacred Extracurricular Activities Center at SMK Muhammadiyah Loa Janan. Initial observations indicate that of the 50 enrolled students, only 20 consistently attend training sessions, reflecting an alarming attendance rate of 40%. This behavior suggests underlying difficulties related to student interest and motivation that require comprehensive investigation.

However, no previous research has examined how intrinsic and extrinsic motivational factors interact to influence the “Sacred Participation” Trace among vocational students.

The existing literature demonstrates a lack of empirical research explicitly examining students' interest and motivation in Tapak Suci extracurricular activities in vocational education settings. Most current research focuses on generic self-defense motivation or character development outcomes, leaving a significant gap in understanding the specific factors influencing student engagement in school-based Tapak Suci programs (Rizqi, 2022) .

The originality of this research lies in its in-depth examination of the elements of internal and extrinsic motivation (Alfina Patna Astuti1\*, 2022) , particularly in the context of vocational education. This study offers a detailed analysis of student interest patterns and specific motivational variables within the Tapak Suci Program in Islamic educational institutions, differing from previous research that focused more on general self-defense motivation.

The significance of this study goes beyond simply summarizing current participation rates. It offers evidence-based insights for educational administrators, teachers, and legislators to formulate more effective strategies to increase student engagement in extracurricular martial arts programs. Furthermore, the results enhance a comprehensive understanding of the application of motivational theory to the teaching of traditional martial arts within the Indonesian cultural context.

This study aims to examine students' interests and motivations in participating in the Tapak Suci extracurricular activities at Muhammadiyah Loa Janan Vocational School, identify critical factors that influence participation and provide recommendations for program improvement.

However, there has been no previous research that explicitly examines how intrinsic and extrinsic motivation factors interact in influencing vocational high school students' participation in Tapak Suci extracurricular activities, so this research is here to fill this gap.

## **METHOD**

### **Research Design**

This study employed a quantitative descriptive research design with a survey method. Descriptive techniques were used to provide a systematic description and analysis of student interests and motivation levels without altering existing factors (Sadewa, 2016) . The quantitative framework allowed for statistical analysis of the data obtained to determine participation patterns and motivational factors.

### **Background and Participants**

This research was conducted at SMK Muhammadiyah Loa Janan, East Kalimantan, Indonesia, during the 2024-2025 academic year. This learning environment was intentionally selected because it aligns with the institution's Tapak standards. Suci's extracurricular programs and participation issues were also identified. This school is an example of a conventional Islamic vocational education institution in Indonesia, so the findings have the potential to be applied to similar educational environments.

### **Population and Sample**

The population of this study was all students involved in the Tapak Kegiatan Suci extracurricular activity at SMK Muhammadiyah Loa Janan, including grades X, XI, and XII, with a total of 30 active participants out of a total of 50 students. The sampling technique used was total sampling, in which all active participants were included as

research subjects due to the relatively small population size (Sugiyono, 2020) . This approach allows for extensive data collection and reduces the potential for sample bias.

### **Data Collection Instruments**

Data were collected using a questionnaire specifically designed to assess students' interest and enthusiasm in Tapak Suci extracurricular activities. This questionnaire was developed using a recognized motivational theoretical framework, integrating internal and extrinsic motivational components. The questionnaire consisted of 40 items categorized into eight factors: physical aspects (5 items), interests (5 items), talents (5 items), personal motivation (5 items), environmental factors (5 items), family support (5 items), facilities and infrastructure (5 items), and instructor influence (5 items).

The response options were arranged based on a modified 4-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). This modification eliminated the neutral response alternative to encourage positive responses from subjects (Rahul, Dirgantoro, & Amiruddin, 2021) .

### **Validity and Reliability**

Content validity was validated through expert assessment by three experts in sports education and martial arts. The experts evaluated the relevance, clarity, and completeness of the items, resulting in minor revisions to improve the instrument's quality. Construct validity was evaluated using factor analysis, which validated the theoretical framework of the variables tested.

### **Data Collection Procedures**

Data collection was conducted in accordance with ethical guidelines and institutional approval. Participants were informed of the study's purpose, the voluntary nature of participation, and the confidentiality protocol. Questionnaires were administered during regular Tapak sessions. Suci's training sessions were observed by researchers to ensure data quality and completeness. The response rate was 100% thanks to the face-to-face administration process .

## **Data analysis**

The collected data were analyzed using a descriptive statistical approach with SPSS version 26.0. The analysis methodology included frequency distribution, percentage, mean, and standard deviation for each measured variable. Categorical classifications were constructed using an interval rating scale to determine the level of interest and motivation: Very High (3.26-4.00), High (2.51-3.25), Low (1.76-2.50), and Very Low (1.00-1.75). Cross-tabulation analysis was performed to evaluate the correlation between demographic variables and motivation levels.

## **RESULTS AND DISCUSSION**

### **Results**

A study of student interests and motivations at the Suci Extracurricular Activity Center provides extensive insight into participation patterns and the factors underlying student engagement. Data collected from 30 active participants yielded a comprehensive understanding of internal and extrinsic motivational factors. Demographic data, interests and motivations can be seen in Table 1 and Table 2.

**Table 1.** Demographic Characteristics of Participants

<b>Characteristics</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Grade Level</b>		
Class X	12	40.0%
Grade XI	11	36.7%
Grade XII	7	23.3%
<b>Gender</b>		
Man	22	73.3%
Woman	8	26.7%
<b>Training Experience</b>		
< 1 year	18	60.0%
1-2 years	8	26.7%
> 2 years	4	13.3%

**Table 2.** Overall Level of Interest and Motivation

<b>Factor</b>	<b>Average Score</b>	<b>Standard Deviation</b>	<b>Category</b>
<b>Intrinsic Factors</b>			
Physical Aspects	2.74	0.68	Tall
Personal interests	2.45	0.72	Low
Talent Development	2.38	0.65	Low
Personal Motivation	2.52	0.71	Tall
<b>Extrinsic Factors</b>			
Environmental Support	2.28	0.59	Low
Family Support	2.67	0.73	Tall
Facilities/Infrastructure	2.15	0.61	Low
Instructor Influence	2.89	0.76	Tall
<b>Overall Average</b>	<b>2.51</b>	<b>0.43</b>	<b>Tall</b>

The results showed that overall, students' interest and enthusiasm for Tapak Suci extracurricular activities achieved an average score of 2.51 ( $SD = 0.43$ ), which is classified as "High" according to the established assessment scale. However, further investigation found significant variations among motivational factors.

Among the intrinsic elements, physical characteristics showed the highest mean score ( $M = 2.74$ ,  $SD = 0.68$ ), indicating students' strong recognition of the physical benefits gained from Tapak Suci Training. Personal motivation also scored quite high ( $M = 2.52$ ,  $SD = 0.71$ ), indicating sufficient internal drive to engage. In contrast, personal interest ( $M = 2.45$ ,  $SD = 0.72$ ) and skill development ( $M = 2.38$ ,  $SD = 0.65$ ) showed lower scores, indicating domains that need improvement.

Regarding extrinsic factors, teacher influence achieved the highest score ( $M = 2.89$ ,  $SD = 0.76$ ), indicating the importance of good teaching in maintaining student engagement. Family support also showed a positive influence ( $M = 2.67$ ,  $SD = 0.73$ ). However, environmental support ( $M = 2.28$ ,  $SD = 0.59$ ) and facilities/infrastructure ( $M = 2.15$ ,  $SD = 0.61$ ) had the lowest scores, indicating major problems in the external support system. Table 3 displays the frequency of participation and attendance patterns.

**Table 3.** Participation Frequency and Attendance Patterns

Attendance Rate	Frequency	Percentage	Cumulative %
Very Regular (>80%)	8	26.7%	26.7%
Regular (60-80%)	10	33.3%	60.0%
Irregular (40-60%)	7	23.3%	83.3%
Rare (<40%)	5	16.7%	100.0%

The attendance study found that only 60% of participants maintained regular to very regular attendance patterns, while 40% showed irregular or infrequent participation. This study confirms previous observations regarding participation issues in the program.

## Discussion

The findings of this study provide valuable insights into the multifaceted nature of student motivation at Tapak Kegiatan Eksklusikuler Suci, highlighting both strengths and areas for improvement in the current program implementation. The overall motivation level was moderate to high ( $M = 2.51$ ), indicating that while students have a basic interest in the curriculum, there is still substantial room for growth.

The importance of physical characteristics as a motivational factor aligns with previous research emphasizing the health and fitness benefits of martial arts training. Students' recognition of the physical development opportunities through Tapak Suci indicates effective transmission of these benefits. However, significantly lower scores for personal interest and talent development suggest that the current program design may not adequately accommodate individual student preferences and talents.

The crucial significance of instructor influence, demonstrated by the highest extrinsic motivation score ( $M = 2.89$ ), validates findings from previous studies emphasizing the importance of quality instruction in martial arts education (Musyaffa et al., 2023). Effective instructors serve not only as technical advisors but also as motivational catalysts that can motivate continued participation. This conclusion underscores the need for ongoing instructor development and training programs.

Family support emerged as another substantial positive factor, consistent with research demonstrating parental influence on adolescents' extracurricular engagement (Kartiningtya, Betty, & Jusuf, 2024) . Moderate to high family support scores indicate that most parents recognize the importance of Sacred Teaching, which creates a foundation for sustained student engagement.

However, poor scores for environmental support and facilities/infrastructure reflect serious shortcomings in program implementation. These findings align with research showing that the physical environment and resource availability significantly impact student motivation in sports activities (Syahrizal Yusuf & Rachman Syam Tuasikal, 2021) . Inadequate facilities can limit training effectiveness and reduce student well-being, ultimately reducing long-term engagement.

Low levels of personal interest and talent development indicate a potential gap between program choices and students' specific needs. Recent literature highlights the importance of an individualized approach to martial arts instruction to accommodate diverse learning styles and developmental stages (Vandell, Larson, Mahoney, & Watts, 2020) . Research suggests that program modifications that include personalized training elements can increase student engagement.

The attendance trend, which shows an irregular participation rate of 40%, indicates systemic difficulties requiring comprehensive intervention. Research shows that regular participation is crucial for skill development and maintaining motivation in martial arts training (Shilviana & Hamami, 2020) . Uneven attendance patterns can create a negative cycle where reduced engagement leads to decreased skill development, which in turn decreases motivation.

The gender distribution (73.3% male, 26.7% female) reflects general patterns of martial arts engagement but also highlights potential barriers for female participants. Previous studies have shown that martial arts programs can benefit from a gender-inclusive approach that addresses the unique needs and preferences of female participants (Zar'in, Sugeng, & Manjayanti, 2023) .

The majority of students with less than one year of experience (60%) showed rapid program progression or high dropout rates among experienced participants (Bangun, 2019) . This pattern requires exploration of retention techniques and long-term

engagement mechanisms to maintain student attention beyond the initial participation phase.

### **Research Limitations**

Kelemahan studi ini antara lain fokusnya pada institusi tertentu, yang mungkin membatasi generalisasi ke lingkungan pendidikan lain. Desain cross-sectional memberikan data snapshot tetapi tidak dapat menangkap perubahan motivasi dari waktu ke waktu. Lebih lanjut, studi ini hanya mengandalkan data yang dilaporkan sendiri, yang mungkin rentan terhadap bias keinginan sosial..

### **Implications**

This study reveals several practical implications for strengthening Suci's extracurricular program. First, improving facilities and allocating resources should be prioritized to address infrastructure limitations. Second, instructor training programs should prioritize motivational strategies and the specific needs of each student. Third, program design should integrate aspects that specifically address the development of individual interests and talents.

## **CONCLUSION**

This indicates that student interest and motivation in Tapak Suci extracurricular activities are moderate, influenced by a combination of intrinsic and extrinsic factors. Instructor and family support are key drivers of participation, while limited facilities and the environment are significant barriers. Abnormal attendance rates further emphasize the need for program improvement. Using direct and objective research methods, this study concluded that student participation is influenced by the interaction of various motivational factors and the quality of available external support. Therefore, improving facilities, strengthening the role of instructors, and designing programs that better suit student needs are necessary to increase student engagement.

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