

The Effects of Social Support and Motivation on Student Participation in Futsal Extracurricular Activities at SMA Negeri 1 Cikarang Utara

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Introduction

Research gap the simultaneous effect of social support and motivation on futsal participation at SMAN 1 Cikarang Utara has not been empirically tested.

Physical education and extracurricular sport play a vital role in students' physical, psychological, and social development. Futsal is one of the most popular high-school extracurricular sports because it is practical, affordable, and fast-paced surveys report high student interest across several Indonesian regions. Yet high interest does not guarantee consistent participation: some registered students rarely attend practice, while others are diligent. This suggests participation depends not only on programs and facilities, but on psychosocial factors such as social support and motivation.

Social Support

Comfort, appreciation, and assistance from family, friends, and significant others (MSPSS).

Motivation

Intrinsic and extrinsic drivers of behavior, per Self-Determination Theory.

Participation

Consistent, active involvement in futsal practice and matches.

Methods

Desain

Quantitative with an associative survey method.

Analysis: Multiple linear regression.

Sample

Sample: 37 active futsal extracurricular students (Total Sampling).

Instrumen

Social Support → MSPSS (Zimed) (12 items)

Motivation → SMS-II (Deci & Ryan) (18 items)

Participation → PMQ (David Gill) (30 items)

Measurement Scale: 1 - 4 point

Likert scale

Reliabilitas

Cronbach's Alpha:

Sosial Support : 0,922

Motivation : 0,904

Participation : 0,989

Data collection

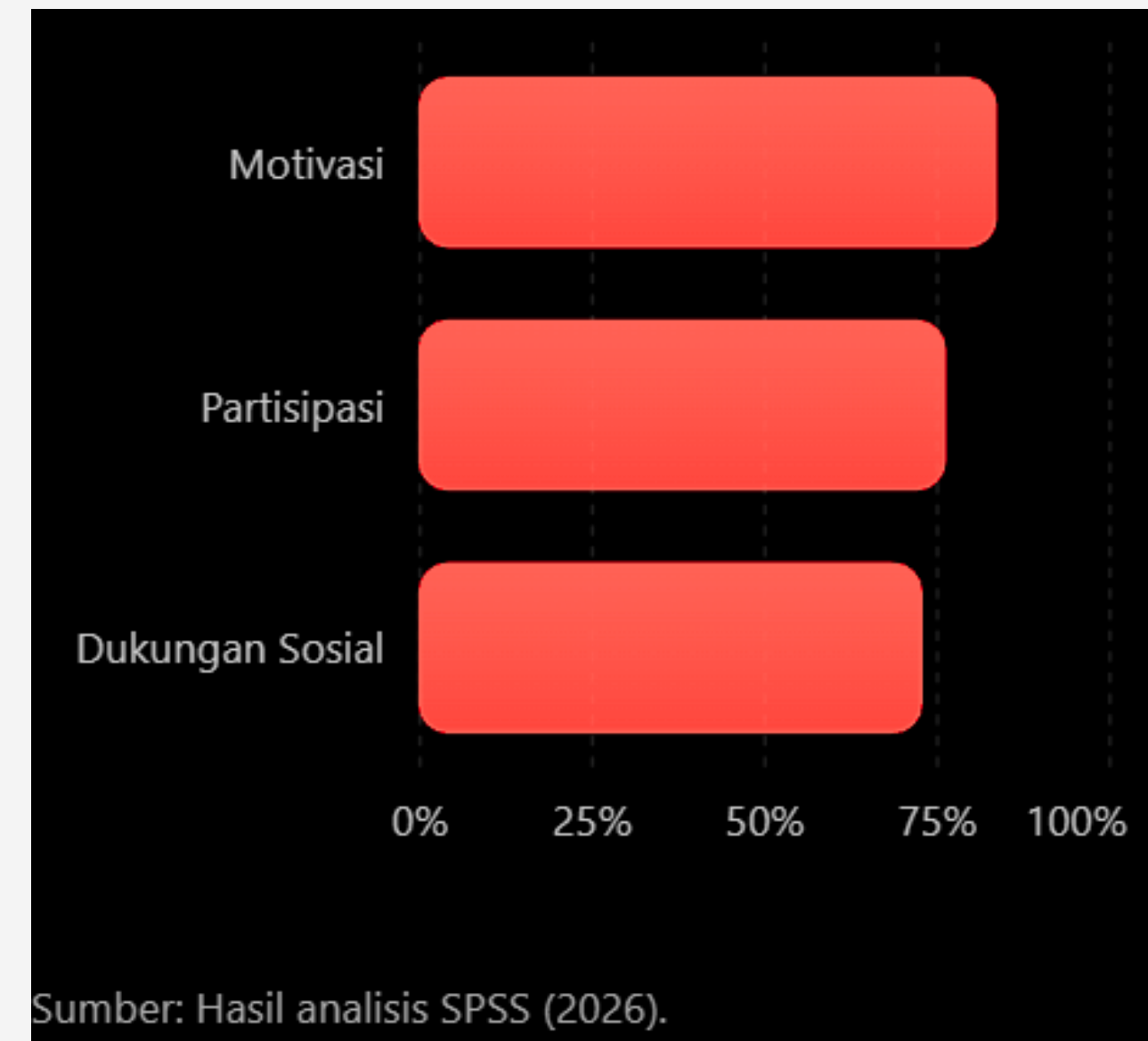
**Kuesioner Google Form
skala Likert**

Analisis

**Uji normalitas Shapiro-Wilk,
linearitas, regresi berganda,
uji t, uji F, R^2 .
SPSS 25)**

Research result

Statistik	Dukungan Sosial (X1)	Motivasi (X2)	Partisipasi (Y)
N	37	37	37
Mean	34,86	60,06	91,22
Std. Deviation	6,937	7,472	16,264



The results of the analysis show that the average scores for social support were 34.86, for motivation 60.06, and for participation 91.22. The partial regression test showed that social support had a positive and significant effect on student participation ($t = 10.372$; $p < 0.001$), while motivation did not have a significant partial effect ($t = -1.593$; $p = 0.120$). These findings indicate that social support is the primary factor influencing student participation in futsal extracurricular activities.

Discussion

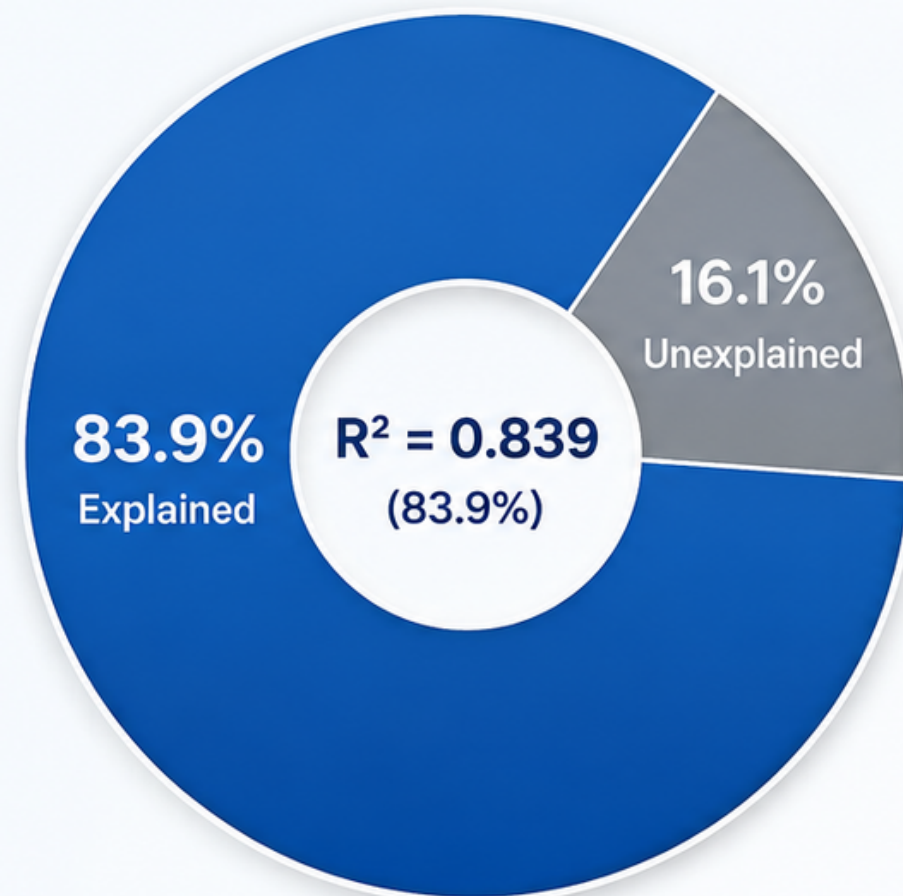


Social support has been shown to be a dominant factor in increasing student participation in futsal extracurricular activities, consistent with Social Support Theory and previous research. Sarafino & Smith, 2014) serta temuan Sheridan et al. (2014) dan Sutcliffe et al. (2024).

Motivation did not have a significant partial effect, but it still contributed simultaneously, indicating that a supportive social environment plays a role in building motivation and increasing student participation. Self-Determination Theory (Deci & Ryan, 2000).

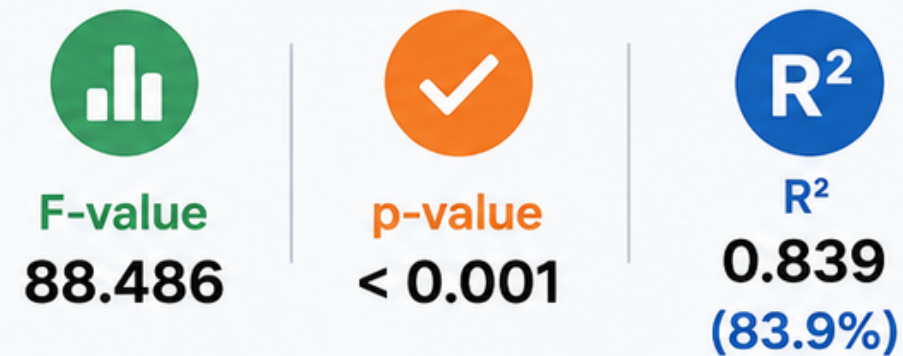
SIMULTANEOUS EFFECT (MULTIPLE REGRESSION)

Social Support and Motivation on Students' Participation



- Explained by Social Support & Motivation (83.9%)
- Other Factors (16.1%)

MODEL SUMMARY



INTERPRETATION

Social support and motivation jointly have a significant effect on students' participation in futsal extracurricular activities, explaining **83.9%** of the variance, while **16.1%** is influenced by other factors outside the model.

The coefficient of determination ($R^2 = 0.839$) indicates that social support and motivation together account for 83.9% of the variation in student participation in futsal extracurricular activities, while the remaining 16.1% is influenced by other factors outside the research model.

conculusion

This study concludes that social support has a positive and significant effect on students' participation in futsal extracurricular activities, whereas motivation does not have a significant partial effect. However, social support and motivation jointly have a significant influence, explaining 83.9% of the variance in students' participation. These findings highlight the importance of strengthening support from parents, peers, and coaches to encourage active and sustained participation in school sports programs.

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