

**STUDENT MOTIVATION TO PARTICIPATE IN THE MARTIAL STUDENT ACTIVITY
UNIT: A CASE STUDY OF UKM STUDENT SPORTS FEDERATION (FORSA) UIN
JAKARTA**

**Salwa Fadiyah Afif¹, Mayra Angie Zaneta Tiara Nida², Niswa Ibda Sanatin³, Naufal Rifky
Pradana⁴, Arif Saefudin^{5*}**

¹²³⁴⁵Program Studi Pendidikan Ilmu Pengetahuan sosial, Fakultas Ilmu Tarbiyah dan Keguruan,
UIN Syarif Hidayatullah Jakarta, Jakarta, Indonesia

*Correspondence Email: arifsae@uinjkt.ac.id

ABSTRACT

This study aims to analyze the motivation of students participating in martial arts clubs (UKM) under the Student Sports Federation (FORSA) at UIN Syarif Hidayatullah Jakarta. The research employs a descriptive qualitative approach through in-depth interviews with four informants representing various martial arts disciplines. The findings reveal that students' motivation is predominantly driven by intrinsic factors such as interest, personal satisfaction, and the desire to develop physical and mental abilities. Extrinsic motivations, including social support, peer encouragement, and opportunities for achievement, also reinforce students' enthusiasm for active participation. Martial arts activities within FORSA offer extensive benefits physically, mentally, and socially—by enhancing fitness, building character, and fostering soft skills such as discipline, leadership, and self-confidence. Overall, FORSA plays a crucial role as a platform for character development and strengthening the identity of resilient, sportsmanlike, and integrity-driven students.

Keywords: Student Motivation; Martial Arts; Student Activities; Active Participation; Self-Confidence.

INTRODUCTION

Student activities in higher education institutions play an important role in supporting the process of character building and self-development among students. In addition to academic activities, non-academic activities such as Student Activity Units (UKM) provide a strategic platform for students to hone their skills, expand their social networks, and foster a spirit of sportsmanship and responsibility. One UKM that has made a significant contribution to character building among students is the martial arts UKM (Ichsan et al., 2023; Riyadi et al., 2023). Martial arts activities are not only oriented towards physical abilities, but also build mental strength, discipline, and confidence in facing various challenges. There are many benefits to be gained from learning pencak silat, such as cognitive, affective, and psychomotor development. These abilities develop in line with the training of pencak silat concepts. In learning pencak silat, students are also required to be able to improve their thinking processes quickly in facing problems and making decisions accurately and precisely. Affective abilities develop along with training that leads to a spirit of sportsmanship (Nova, et al., 2024).

Motivation is often referred to as a driver of goal-oriented behavior, based on the existence of needs that play a very important role in learning. Without strong motivation, people will hesitate to carry out an activity and achieve the goals of that activity (Enis, et al., 2024). The motivation of students in participating in martial arts activities certainly varies from one individual to another. Some students have internal (intrinsic) drives, such as the desire to improve their abilities, maintain their health, or strengthen their self-confidence. Meanwhile, others are driven by external (extrinsic) factors, such as recognition, rewards, peer pressure, or the desire to achieve. According to Deci and Ryan (2000) in the Self-Determination theory, intrinsic motivation arises from curiosity and personal satisfaction, while extrinsic motivation is influenced by external factors that provide incentives or social recognition (Priyoaji, 2023). Understanding these two types of motivation is important to know the reasons why students choose to join and continue participating in martial arts activities.

UIN Syarif Hidayatullah Jakarta has a campus sports organization called the Student Sports Federation (FORSA), which oversees 14 sports, including martial arts such as Taekwondo, Pencak Silat, and Karate. FORSA provides a platform for students to develop their athletic abilities while also shaping their personalities to be disciplined, resilient, and sportsmanlike (Abdurahman et al., 2024; Sulistianingsih et al., 2022). Martial arts activities at FORSA also serve as a positive outlet for students because they provide insight into how motivation is formed and maintained among students. This study was conducted to understand the factors that influence the motivation of students at UIN Syarif Hidayatullah Jakarta in joining the FORSA martial arts club to channel their interests and talents, maintain fitness, and expand their social networks on campus (Yoni Hermawan, 2020).

However, the level of motivation among students to participate in martial arts clubs can vary depending on their background, experience, and personal goals. Some students join because of personal motivation and interests that existed before college, while others are encouraged by friends, coaches, or a supportive environment. These variations are interesting to study because they can provide a more comprehensive picture of the factors that influence student participation in martial arts activities.

Based on this, the purpose of this study is to identify the forms of intrinsic and extrinsic motivation of students in participating in martial arts activities, as well as to understand the benefits they feel after actively participating. The results of this study are expected to contribute to the development of martial arts student activity units on campus, particularly in designing strategies to increase motivation, strengthen the spirit of achievement, and encourage active student participation in sports activities that are educational, build character, and strengthen solidarity among students. In addition, the findings of this study are expected to provide input for student activity club managers, the university, and future researchers in understanding the dynamics of student motivation in the context of student activities oriented towards self-development and the formation of excellent character.

RESEARCH METHODS

Gaining an in-depth understanding of students' motivations for participating in martial arts club activities on campus. The research was conducted at the Student Activity Unit (UKM) of the Student Sports Federation (FORSA) at UIN Syarif Hidayatullah Jakarta, which oversees several martial arts branches such as Karate, Taekwondo, Pencak Silat, and other martial arts branches.

Data collection was conducted through in-depth interviews with members of the FORSA MARTIAL ARTS UKM and participatory observation. Data analysis was performed using thematic analysis techniques to identify patterns of motivation that emerged from the participants' narratives. Data validity was ensured through triangulation of sources and member checking to ensure the accuracy and consistency of the research results interpretation. Data collection techniques included in-depth interviews, participatory observation, and documentation.

Interviews were conducted directly with FORSA members and administrators to obtain information about their motivations, experiences, and perceived benefits of participating in martial arts activities. Participatory observation was conducted during training sessions and UKM activities to understand the dynamics of interaction between members and the actual training atmosphere. In addition, documentation in the form of photographs, activity archives, and organizational records were used to reinforce the results of the interviews and observations. The data obtained was analyzed through three stages, namely data reduction, data presentation, and conclusion drawing. The analysis was carried out by interpreting the meaning of each respondent's answer and grouping them into themes of motivation, both intrinsic and extrinsic. The research subjects consisted of four informants, namely active members and administrators of FORSA who had different backgrounds and experiences in participating in martial arts activities. The selection of informants was done purposively, taking into account their active involvement in training and organizational activities.

RESULTS AND DISCUSSION

The Student Sports Federation (FORSA) is one of the Student Activity Units (UKM) at UIN Syarif Hidayatullah Jakarta that serves as a forum for developing students' interests and talents in sports. FORSA is not only a place for students to pursue their passion for sports, but also functions as an athlete development institution capable of enhancing physical, mental, and performance capabilities. This is evident from the numerous achievements attained by FORSA athletes in various competitions, ranging from campus-level, regional, to national events, thereby establishing FORSA as one of the UKMs contributing the most significant achievements within the campus community.

As a federation, FORSA oversees various sports organized into divisions, each with its own management structure and training program. Among all these divisions, the martial arts division stands out in terms of both membership and achievements. Martial arts focus not only on physical abilities, but also on character building, discipline, self-confidence, courage, and the ability to manage emotions. The martial arts division under FORSA includes Taekwondo, Karate, Pencak Silat PSHT, Pencak Silat Perisai Diri, Pencak Silat Tapak Suci, and Pencak Silat Pagar Nusa.

Given this role, FORSA is not only regarded as a sports community, but also as a space for students to develop themselves through training, social interaction, and organizational experience. This is the basis of this study, which aims to understand how students' motivation is formed when they choose to join and actively participate in martial arts activities at FORSA, as well as how this experience impacts their personal development.

In this study, data was obtained through in-depth interviews with four students who were active in different martial arts divisions, namely DA from Persaudaraan Setia Hati Terate (PSHT) pencak silat, TMF from pencak silat (Perisai Diri), SK from pencak silat (Tapak Suci) and PAA from Taekwondo. The four informants were selected to represent the diversity of experiences and perspectives in participating in martial arts activities at FORSA.

Student Motivation to Join Martial Arts Clubs

Based on the results of the interviews conducted, it is known that the motivation of students to join the FORSA martial arts club did not arise suddenly, but rather stemmed from personal experiences, habits, and interests that had already been formed before entering college. DA (PSHT) and TMF (Perisai Diri), for example, had been familiar with and practicing pencak silat since elementary school. For both of them, martial arts is not just a physical activity, but has become part of their identity and personal journey. Therefore, their involvement in FORSA at the university level is a continuation of the interest and commitment that has been instilled in them from the beginning. This long-term attachment shows that repeated and meaningful experiences from an early age can shape a person's habitus in choosing activities that they want to continue when they are in a new environment.

In contrast, PAA (Taekwondo) said that his motivation was largely influenced by his family, who had instilled in him from an early age the importance of maintaining good health, discipline, and an active lifestyle through sports. Consistent family support made PAA feel confident that participating in martial arts at college was not only a way to pursue his interests, but also a way to maintain balance amid his busy academic life. In this case, extrinsic motivation in the form of encouragement from his family acted as an initial trigger, which then developed into intrinsic motivation, namely an internal awareness of the importance of maintaining health and improving personal abilities.

Meanwhile, SK (Tapak Suci) emphasized that the social environment of the campus plays an important role in strengthening his motivation to actively practice. He feels that he has emotional support from his friends and colleagues in the same division, which makes the training process more enjoyable and meaningful. The social relationships formed at FORSA create a sense of belonging, which in turn strengthens the commitment to persevere in martial arts activities. This shows that social connectedness is an important aspect in maintaining the sustainability of members' motivation.

From the four sources, it can be concluded that intrinsic motivation is the dominant factor in students' decisions to join the FORSA martial arts club. The joy, the need for self-actualization, the desire to become a more confident person, and the belief that martial arts training can build a strong character are the main drivers of their involvement. On the other hand, extrinsic motivations such as achievement, certificates, or social recognition are still present, but are positioned as "bonuses" or forms of appreciation after the training process, not as the main orientation. This is evident in the statements of the informants, who consistently mention that victory and awards are not the goal, but rather the result of hard work and consistency.

These findings are in line with the Self-Determination Theory proposed by Deci and Ryan (2000), which states that stable and sustainable motivation will arise when three basic psychological needs are met, namely competence (feeling capable and developing), autonomy (doing activities based on one's own choices), and relatedness (feeling part of a supportive group) (Anwar et al., 2023; Prasetyo & Saefudin, 2023; Setiawan et al., 2024). These three needs are clearly reflected in the context of FORSA: students feel that they are developing their abilities, have the freedom to determine their training rhythm and personal goals, and receive social support from friends and coaches. Thus, the motivation of students to join the FORSA martial arts club is not only related to physical activity, but also a form of character building, self-identity strengthening, and a process of maturation through social experience.

Forsa's Role as a Forum for Developing Interest and Talent in Self-Defense

Forsa acts as a forum that facilitates the development of students' interests and talents in martial arts through structured and continuous training. As a federation-based student organization, Forsa oversees various martial arts divisions such as PSHT, Perisai Diri, Tapak Suci, and Taekwondo, each of which has its own training system, coaches, and skill development curriculum tailored to the characteristics of that particular martial art. The existence of these divisions provides students with the opportunity not only to channel their existing interests but also to develop new skills, broaden their experiences, and strengthen their self-confidence through consistent training.

More than just a place to train, FORSA is also a space for character building. Values such as discipline, courage, competitive spirit, and sportsmanship are instilled through training routines and interactions between members. SK (Tapak Suci) said that the training atmosphere, supported by a sense of family, made him feel accepted and allowed him to grow in a supportive environment. Additionally, FORSA is recognized as one of the campus's most accomplished student organizations, so participating in championships provides members with an opportunity to assess their abilities and build a sense of responsibility for representing the organization and institution. Thus, FORSA not only develops physical abilities but also shapes the identity, attitude, and value system of its members.

The Impact of Student Participation in FORSA Self-Defense Activities

Student participation in FORSA martial arts activities has a significant impact on physical, psychological, social, and academic aspects. The physical impact is reflected in improved fitness, muscle strength, and stamina as a result of regular training. The interviewees revealed that their bodies have become stronger and they do not tire as easily when attending lectures.

Psychologically, involvement in martial arts helps students to better manage their emotions, cope with pressure, and increase their self-confidence. DA (PSHT) said that training helped him develop calmness and self-control, while TMF (Perisai Diri) felt an increase in discipline and patience in facing challenging situations. Additionally, through social interaction in the training environment, students gain a wide network of friends and a sense of community. They feel they have a supportive environment that encourages positive personal development. For members involved in management, such as DA who leads his division, the organizational experience also improves leadership, communication, and responsibility skills.

Challenges in Participating in Martial Arts Training

Although it offers many benefits, participating in FORSA martial arts activities also presents a number of challenges for students. The main challenge most often faced is the difficulty of managing time between training, lectures, and other activities. The high intensity of training requires physical and mental readiness, so students need to develop time management skills and prioritize effectively. Additionally, the training process, which can sometimes lead to fatigue or boredom, demands that students have strong commitment and perseverance.

However, the interviewees believe that these challenges are actually part of the character-building process. The ability to persevere under pressure, remain present when tired, or improve performance after failure are important experiences that strengthen fighting spirit and self-confidence. Thus, the challenges faced are not obstacles, but part of a maturing process that enriches the students' experience while participating in the FORSA martial arts club.

CONCLUSIONS

Based on the results of research conducted on students who are members of the FORSA martial arts club at UIN Syarif Hidayatullah Jakarta, it can be concluded that students' motivation for participating in martial arts activities is dominated by intrinsic factors that originate from within the individual. Interest, personal satisfaction, and the desire to develop physical and mental abilities are the main drivers for students to join and persevere in these activities. Meanwhile, extrinsic motivations such as support from family, peers, coaches, and the opportunity to achieve success also strengthen students' enthusiasm for training and active participation. Martial arts activities at FORSA not only serve as a forum for developing athletic skills, but also as a means of building character, discipline, responsibility, and self-confidence. Through regular training and positive social interaction, students gain benefits in physical, mental, and social aspects, including improved physical fitness, emotional control, and the ability to work together and lead. Martial arts activities at FORSA not only serve as a forum for developing athletic skills, but also as a means of building character that is disciplined, resilient, responsible, and confident. Through regular training, competitive activities, and social interaction among members, students learn to develop soft skills such as cooperation, leadership, communication, and self-control. Martial arts activities have also been proven to help students cope with academic pressure and maintain a balance between physical, mental, and social well-being. Overall, FORSA plays an important role as a forum for self-development that is able to meet the psychological needs of students, such as the need for competence, autonomy, and social connection. The supportive environment and values of sportsmanship instilled in martial arts activities make FORSA not only a place for exercise, but also a medium for shaping personalities that are honest, competitive, and sportsmanlike. Therefore, the existence of martial arts clubs like FORSA needs to be continuously supported and developed because they make a tangible contribution to shaping students into outstanding, independent individuals who are ready to face future challenges.

BIBLIOGRAPHY

- Abdurahman, A., Utomo, J., Munir, M., Saefudin, A., & Harini, H. (2024). Paradoks Akademik di Kalangan Mahasiswa yang Mengikuti Program “Kampus Mengajar.” *Jurnal Penelitian Dan Pengembangan Pendidikan*, 8(1), 79–88. <https://doi.org/10.23887/jppp.v8i1.59817>
- Abidin, A. M. (2021). Motivasi Partisipasi Peserta UKM Olahraga di Fakultas Ilmu Keolahragaan Universitas Negeri Surabaya. *Jurnal Pendidikan Olahraga Dan Kesehatan*, 05(03), 600–606.
- Anwar, Y., Jatsiyah, V., M. Zahari, Saefudin, A., & Nofirman, N. (2023). Transforming Traditional Farmers into Professionals: An Introduction to Human Resource Management in Rural. *Jurnal Penelitian Pendidikan IPA*, 9(12), 12266–12275. <https://doi.org/10.29303/jppipa.v9i12.6543>

- Endrixs Endrianto. (2019). Peran Olahraga Dalam Pembentukan Karakter Mahasiswa Di Akamigas Balongan Indramayu. *Syntax Ide*, 1 (7)(7), 2684–6583.
- Faricha, E., A'yuknina, A. K., & Ismail, I. (2024). Motivasi dan Keaktifan Mahasiswa dalam Mengikuti Unit Kegiatan Mahasiswa Pencak Silat PSHT di Universitas Trunojoyo Madura. *Jurnal Media Akademik (JMA)*, 2(11).
- Hizbul Muflihin, M. (2024). Motivasi Kinerja.
- Hidayatullah, M. N. F., Harwanto, H., & Suharti, S. (2024). Pengaruh Latihan Fisik Beladiri Pencak Silat Terhadap Kebugaran Jasmani Pada Siswa Persaudaraan Setia Hati Terate. *PENJAGA: Pendidikan Jasmani dan Olahraga*, 5(1), 6-11.
- Ichsan, I., Saefudin, A., & Meisarah, F. (2023). Constructivism Philosophy in Developing Prospective Educators on the Implementation of Merdeka Belajar in Vocational Schools. *International Journal of Education, Vocational and Social Science*, 2(01), 306–319. <https://doi.org/https://doi.org/10.99075/ijevss.v2i01.173>
- Prasetyo, D. B., & Saefudin, A. (2023). Digitalisasi Inovasi Layanan Pertanahan: Pengecekan Sertipikat Online di Kantor Pertanahan Kabupaten Purbalingga. *Jurnal Pertanahan*, 13(1), 17–27.
- Priyoaji, K. S. (2023). GIFTED UNDERACHIVER: ANALISIS SELF-DETERMINATION THEORY Kumbang Sigit Priyoaji. *Edunomika*, 08(01), 1–7.
- Rena Rismayantia, Muhammad Aththar Rayhanb , Qois Khairullah El Adzime, L. A. F. (2023). Pengaruh motivasi intrinsik dan motivasi ekstrinsik terhadap. *Jurnal Pendidikan, Sains Dan Teknologi*, 2(2), 251–261.
- Riyadi, S., Darwis, M., Judijanto, L., Nicolas, D. G., & Saefudin, A. (2023). Effective Promotion Strategy of Integrated Islamic Education Institutions in Modern Society. *Qalamuna - Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 667–676. <https://doi.org/10.37680/qalamuna.v15i1.4192>
- Setiawan, A. A., Sudi, M., Matradewi, N. K. W., Muslim, A., Saefudin, A., & Saddhono, K. (2024). Ideological Contestation in Social Media: a Content Analysis of the Promotion of Islamic Education Institutions. *Al-Hayat: Journal of Islamic Education*, 8(1), 72. <https://doi.org/10.35723/ajie.v8i1.445>
- Sitorus, W. I., & Sojanah, J. (2018). Meningkatkan Motivasi Belajar Siswa Melalui Keterampilan Mengajar Guru. *Jurnal Pendidikan Manajemen Perkantoran*, 3(2), 93. <https://doi.org/10.17509/jpm.v3i2.11769>
- Sulistianingsih, Putra, J. M., Yusron, A., Saefudin, A., Harini, H., & Saddhono, K. (2022). The Role of School Autonomy in Promoting Collaboration and Competition Among Schools. *Qalamuna - Jurnal Pendidikan, Sosial, Dan Agama*, 14(2), 433–446. <https://doi.org/10.37680/qalamuna.v14i2.3325>
- NURWAHIDAH, Cut Dhien; ZAHARAH, Zaharah; SINA, Ibnu. (2021). Media video pembelajaran dalam meningkatkan motivasi dan prestasi mahasiswa. *Rausyan Fikr: Jurnal Pemikiran Dan Pencerahan*, 17.1.
- Damanik, R. (2020). Faktor-faktor yang mempengaruhi motivasi berprestasi mahasiswa. *Jurnal Serunai Administrasi Pendidikan*, 9(1), 51-55.
- Rumpoko, S. Sakti, et al. (2022). "Tingkat Kebugaran Jasmani Mahasiswa Prodi Pendidikan Olahraga." *Jurnal Porkes 5.1*. 260-271.
- INDARTO, Pungki; SUBEKTI, Nur; SUDARMANTO, Eko. (2018). Pengukuran Tingkat Minat dengan Bakat Mahasiswa Pendidikan Olahraga Universitas Muhammadiyah Surakarta. *Journal of Sport and Exercise Science*, 1.2: 57-61.
- Muriawijaya, N. C., & Dwityanto, A. (2017). *Hubungan antara Motivasi Berprestasi dengan Kepercayaan Diri pada Atlet Beladiri* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).