

# Motivation of Students to Engage in Pencak Silat Extracurricular Activities at SD Negeri 74 Palembang

Wayan Darmawan<sup>1</sup>, Jujur Gunawan Manullang<sup>2</sup>

<sup>1,2</sup> Universitas PGRI Palembang

\*Corresponding author: wayandarmawan0303@gmail.com

## Abstrak

Penelitian ini bertujuan untuk menyelidiki motivasi siswa dalam mengikuti kegiatan ekstrakurikuler pencak silat di SD Negeri 74 Palembang. Metode yang digunakan adalah penelitian deskriptif kuantitatif dengan teknik survei. Populasi penelitian terdiri dari 11 siswa yang mengikuti kegiatan ekstrakurikuler pencak silat di SD Negeri 74 Palembang. Alat yang digunakan adalah kuesioner. Hasil penelitian menunjukkan bahwa motivasi siswa untuk berpartisipasi dalam kegiatan ekstrakurikuler Pencak Silat di SD Negeri 74 Palembang bersifat positif, dengan 9% dikategorikan sebagai sangat tinggi, 46% sebagai tinggi, 27% sebagai rendah, dan 18% sebagai sangat rendah. Motivasi siswa untuk berpartisipasi dalam kegiatan ekstrakurikuler pencak silat di SD Negeri 74 Palembang dapat dikategorikan menjadi dua faktor: motivasi intrinsik dan ekstrinsik. Motivasi intrinsik siswa dikategorikan sebagai sangat tinggi (63,6%), didorong oleh minat, kemampuan, dan dorongan pribadi untuk meningkatkan keterampilan mereka. Sebaliknya, motivasi ekstrinsik siswa sangat rendah (45,4%), dipengaruhi oleh variabel kontekstual, dukungan keluarga, dan ketersediaan fasilitas dan infrastruktur di sekolah. Data ini menunjukkan bahwa variabel internal lebih berpengaruh daripada faktor eksternal dalam mendorong partisipasi siswa.

**Kata kunci:** Kegiatan Ekstrakurikuler, Motivasi Ekstrinsik, Motivasi Intrinsik, Pencak Silat, Siswa

## Abstract

This study seeks to investigate students' motivation for engaging in Pencak Silat extracurricular activities at SD Negeri 74 Palembang. The employed methodology is quantitative descriptive research utilizing the survey technique. The study population comprises 11 students who engaged in pencak silat extracurricular activities at SD Negeri 74 Palembang. The utilized instrument is a questionnaire. The study's results indicated that student motivation for participating in pencak silat extracurricular activities at SD Negeri 74 Palembang was favorable, with 9% categorized as very high, 46% as high, 27% as low, and 18% as very low. The motivation of students to engage in pencak silat extracurricular activities at SD Negeri 74 Palembang can be categorized into two factors: intrinsic and extrinsic motivation. Students' intrinsic motivation is categorized as exceptionally high (63.6%), driven by interests, capabilities, and a personal impetus to enhance their skills. Conversely, pupils' extrinsic motivation is very low (45.4%), affected by contextual variables, familial support, and the accessibility of amenities and infrastructure at school. These data indicate that internal variables are more influential than external factors in promoting student participation.

**Keywords:** Extracurricular, Extrinsic Motivation, Intrinsic Motivation, Pencak Silat, Students

## 1. INTRODUCTION

Physical education has a crucial role as an essential component of the curriculum at all educational levels, from elementary to higher education. As stated by Ari Iswanto and Widayati (2021), physical education serves as an excellent tool for the holistic education of pupils, encompassing physical, emotional, social, and intellectual development. According to Sari et al. (2024), the physical education process employs deliberately organized physical exercises to enhance multiple facets of the individual, including biological, neuromuscular, perceptual, cognitive, social, and emotional dimensions. The primary objective of physical education is to cultivate physical fitness, motor skills, critical thinking, emotional resilience,

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social competencies, reasoning abilities, and ethical behavior through active engagement in diverse physical activities.

Consequently, physical education plays a significant role in the development of students' personality and character comprehensively. Extracurricular activities provide a method for enhancing physical education in schools, offering students the chance to refine their movement abilities, pursue their interests, and cultivate talents beyond regular class hours. This aligns with the perspective of Sundari (2021), which posits that extracurricular activities serve as a platform for students to convene depending on their interests, talents, and proclivities for engagement and creativity beyond the curriculum program.

Extracurricular activities serve to enhance physical fitness and facilitate the acquisition of constructive values, including cooperation, discipline, sportsmanship, and social responsibility. As stated by Agustina et al. (2023), extracurricular activities significantly influence the development of student character. Participation in activities such as sports, art, literature, technology, and student organizations cultivates essential abilities, including teamwork, leadership, discipline, and responsibility. Martial arts education facilitates a comprehensive education, integrating physical, mental, and ethical growth. Moreover, martial arts instruction cultivates essential social competencies in students, such as collaboration, communication, and respect for others (Tan, 2023). This experience equips students to confront real-world issues with integrity and a positive disposition.

Asdarina et al. (2022) assert that extracurricular activities in schools effectively assist student growth. At its core, extracurricular activities are designed to promote kids' interests and talents, providing them with a variety of options. Pencak silat is a prominently developed extracurricular sport in schools. Pencak silat, recognized as a cultural heritage of the nation, is esteemed not merely as a martial art but also as a vehicle for character development in students by instilling values such as discipline, responsibility, courage, and respect through a systematic training regimen within the educational setting (Syaifullah, 2019). Student interest in engaging in karate martial arts instruction is affected by intrinsic and extrinsic elements; therefore, educators must perform assessments to enhance that motivation (Febriani, 2022). Asdarina et al. (2022) assert that pencak silat extracurricular activities represent an indigenous Indonesian culture, characterized as a sport with unique artistic value. Pencak silat is a traditional Indonesian martial art that emphasizes not just physical power but also embodies moral characteristics such as etiquette, discipline, courage, and spirituality. In martial arts, parental support is a critical social aspect influencing a child's continuous participation and motivation. Parental provision of emotional, instrumental, and appreciative support correlates with increased intrinsic motivation, enhanced enjoyment of training, and greater commitment to participation in sports among children (Chen, 2021). According to Li et al. (2022), our results indicate that learning motivation correlates with academic success and the enjoyment of physical activity. Physical exercise exhibited no direct correlation with learning motivation; nevertheless, it was favorably linked to academic performance and enjoyment of physical activity, thus indicating an indirect relationship with learning motivation.

Pencak silat is a martial art that is both a traditional sport and a competitive discipline, rendering it an indigenous cultural heritage of Indonesia and a frequently contested sport under the Indonesian Pencak Silat Association (Indra et al., 2024).

Nandana (2020) asserts that pencak silat aims to cultivate the physical, mental, and spiritual dimensions of individual growth by imparting cultural values, hence fostering a quality national identity and personality. Through pencak silat, pupils acquire respect for their

instructors and adversaries, mastery over their emotions, and the principles of sportsmanship. In the realm of extracurricular pencak silat activities in elementary schools, resilience enables pupils to maintain motivation for practice despite exhaustion, competition losses, or inadequate facilities (Nashori, 2021). Consequently, pencak silat serves not merely as a combat sport, but also as a medium for character education that aligns with the objectives of national education. Nonetheless, student engagement in pencak silat extracurricular activities frequently experiences fluctuations. Certain pupils exhibit considerable passion at the onset of the activity; nevertheless, this enthusiasm subsequently diminishes over time. "Student motivation significantly influences the sustainability of participation in extracurricular activities. Motivation in sports and exercise can be defined as any force that drives an individual to act, evident in the direction (selection of activity) and intensity of behavior (level of effort exerted) (Weinberg & Gould, 2019).

Motivation can be defined as an internal or external impetus that compels someone to act, attain objectives, or sustain engagement in an activity. According to Fikratinnisa & Khory (2022), motivation is the process of providing enthusiasm, direction, and persistence of behavior for a desired achievement. According to Khanafi & Hidayatullah (2022), motivation is a series of attempts to influence the behavior of others by knowing in advance what makes a person move. Motivation can be divided into two, namely intrinsic motivation and extrinsic motivation. According to Buana (2021), intrinsic motivation is motivation that comes from the individual themselves with the goals to be achieved; this intrinsic motivation tends to be long-lasting. For students who have intrinsic motivation, their willingness to learn is stronger because it does not depend on factors from outside themselves, while extrinsic motivation is motivation that comes from outside, such as the surrounding environment, with the goals to be achieved. According to (Rozi et al., 2023) (Endrawan et al., 2022), students who have extrinsic motivation depend on factors from outside themselves because there are external stimuli that cause motivation to learn. Some students are diligent in practicing because they have certain interests and goals. Still, there are also those who only participate because of the invitation of friends or school demands. This phenomenon indicates that students' motivation to engage in pencak silat activities is highly diverse and impacted by numerous elements, both intrinsic and extrinsic. The successful implementation of pencak silat extracurricular activities is significantly affected by external factors, including the quality of trainers, school support, training schedules, and the availability of facilities and infrastructure. Indrayana (2020) underscores that sufficient training facilities and infrastructure are crucial in enhancing an individual's motivation to engage in sports training, as superior facilities render the training process more effective, safe, and enjoyable. When these elements are adequately addressed, students' drive to engage and succeed will be enhanced. Conversely, if the activities are disorganized or the facilities are insufficient, student excitement typically diminishes. Appropriate facilities, mentorship assistance, and school policies that promote extracurricular activities inspire kids to engage more actively, as they perceive support and recognition for their involvement (Prabowo, 2022).

Nonetheless, not all students exhibit an equivalent degree of desire to engage in pencak silat extracurricular activities. Some pupils exhibit considerable enthusiasm and engage actively, whereas others display diminished motivation and merely comply due to extrinsic incentives. According to Hidayat (2021), motivation is an essential psychological factor in sports coaching; without the impetus to engage and excel, players struggle to attain optimal enhancement in their skills and performance. Santrock (2021) asserted that the manner in which pupils establish learning objectives influences the caliber of their motivation. Mastery goals motivate students to concentrate on enhancing their competencies, comprehension, and proficiency in skills. This condition indicates that student motivation is a crucial component

to consider in understanding the impact of internal and external motives on their participation in the activity. In the realm of educational and extracurricular activities, individuals exhibiting great motivation for achievement typically demonstrate increased engagement and superior outcomes (Kusuma, 2019).

Given this context, it is essential to investigate student motivation for participation in pencak silat extracurricular activities, particularly at SD Negeri 74 Palembang. This research aims to ascertain the amount of student motivation and the factors influencing it. The findings of this research are anticipated to furnish guidance for educational institutions and supervisors to enhance the quality of extracurricular activities, hence increasing student motivation to engage in pencak silat and derive optimal benefits from these pursuits.

## 2. METHOD

This research is a descriptive quantitative research with a survey method. According to Sugiyono (2021, p.11), the definition of a survey method is "research conducted using questionnaires as a research tool conducted on large and small populations, but the data studied is data from samples taken from the population, so that relative events, distributions, and relationships between variables, sociological and psychological, are found." The research was conducted at SD Negeri 74 Palembang, with the population in this study of all students who participated in pencak silat extracurricular activities as many as 11 people. The data analysis in this study uses descriptive statistical techniques, which are expressed in the form of percentages.

In this study, the instrument used for data collection is a questionnaire. According to Sugiyono (2021), questionnaires are a number of written statements used to obtain information from respondents in the sense of reports about their personality, or things that they know. Meanwhile, the data collection technique used is an instrument in the form of a questionnaire. "A questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents for them to answer". This questionnaire uses a Likert scale to measure research variables (specific social phenomena) such as opinions, attitudes, interests, and social perceptions of a person or group of people, calculated using a *Likert scale*, with a value of 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree. (Sugiyono, 2021).

**Table 1.** Scoring with Modified Likert Scale

<b>Alternative Answers</b>	<b><u>Score</u></b>
Strongly agree (SS)	4
Agree (S)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

### 3. RESULT AND DISCUSSION

#### *Result*

Based on the results of data analysis conducted by the researcher to reveal and describe how students are motivated to participate in Pencak Silat extracurricular activities at SD Negeri 74 Palembang. This study used a questionnaire of 34 items with a score of 1 to 4. The maximum total score is 114, and the minimum is 98, with an average of 106.64, a median of 108, and a standard deviation of 4.88. The data is then converted into 4 categories, namely very high, high, medium, low, and very low.

To determine the level of motivation of students in participating in Pencak Silat extracurricular activities, categorization guidelines based on average scores ( $\mu$ ) and standard deviations ( $\sigma$ ) as stated by Azwar, S. (2021) were used. This categorization aims to group respondents' scores into high, moderate, and low. The formula for determining categories can be seen in Table 1 below:

**Table 1.** *Categorization of Student Motivation in Participating in Pencak Silat Extracurricular Activities*

Category	Score Range (X)	Frequency	Percentage (%)
Very High	$X > 112$	1	9%
High	$107 < X \leq 112$	5	46%
Low	$102 < X \leq 107$	3	27%
Very Low	$X \leq 102$	2	18%
Total		11	100%

Based on the results, the motivation levels of students participating in Pencak Silat extracurricular activities at SD Negeri 74 Palembang were classified into four categories: "Very High," "High," "Low," and "Very Low."

- "Very High" motivation: Only 1 student (9%) showed a "Very High" level of motivation.
- "High" motivation: The majority of the respondents, 5 students (46%), fell into the "High" motivation category, indicating a strong interest in participating in Pencak Silat extracurricular activities.
- "Low" motivation: 3 students (27%) were categorized under "Low" motivation, showing a relatively lower level of engagement.
- "Very Low" motivation: 2 students (18%) were classified as having "Very Low" motivation.

The overall trend suggests that most students have a fairly high motivation to participate in Pencak Silat, with the highest proportion (46%) falling under the "High" category.

**Table 2.** *Intrinsic Motivation Categories*

Category	Score Range (X)	Frequency	Percentage (%)
Very High	$X > 66$	7	63.6%
High	$62 < X \leq 66$	2	18.2%
Low	$59 < X \leq 62$	1	9.1%
Very Low	$X < 59$	1	9.1%
Total		11	100%

The intrinsic motivation factors refer to the internal reasons students participate in Pencak Silat, such as personal enjoyment and interest. Based on the analysis:

- "Very High" intrinsic motivation: 7 students (63.6%) showed a very high level of intrinsic motivation, indicating that most students participate in the activity out of strong personal interest and enjoyment.
  - "High" intrinsic motivation: 2 students (18.2%) also showed high intrinsic motivation, meaning they are fairly engaged but slightly less so than those in the "Very High" category.
  - "Low" intrinsic motivation: 1 student (9.1%) had low intrinsic motivation, showing a lesser personal connection to the activity.
  - "Very Low" intrinsic motivation: Another student (9.1%) exhibited very low intrinsic motivation, suggesting a minimal personal interest in the activity.
- Overall, a significant proportion (63.6%) of students are highly intrinsically motivated, which highlights a strong personal desire to engage in Pencak Silat activities at SD Negeri 74 Palembang.

**Table 3.** *Extrinsic Motivation Categories*

Category	Score Range (X)	Frequency	Percentage (%)
Very High	$X > 51$	1	9.1%
High	$42.5 < X \leq 51$	3	27.3%
Low	$34 < X \leq 42.5$	5	45.4%
Very Low	$X < 34$	2	18.2%
Total		11	100%

Extrinsic motivation refers to factors outside of personal enjoyment, such as rewards or social approval. The results of the extrinsic motivation analysis indicate the following:

- "Very High" extrinsic motivation: Only 1 student (9.1%) was in the "Very High" category, suggesting a minimal number of students are motivated by external rewards or recognition.
- "High" extrinsic motivation: 3 students (27.3%) showed high extrinsic motivation, meaning some students are motivated by external factors, such as praise or acknowledgment.
- "Low" extrinsic motivation: 5 students (45.4%) fell into the "Low" category, suggesting that most students are somewhat indifferent to the external rewards of participating in Pencak Silat.
- "Very Low" extrinsic motivation: 2 students (18.2%) exhibited very low extrinsic motivation, indicating that they are less influenced by external factors in participating in Pencak Silat.

Overall, the data reveals that extrinsic motivation is generally low among the students, with 45.4% of them indicating low extrinsic motivation and 18.2% having very low motivation from external sources.

### Discussion

Discussion of student motivation to participate in pencak silat extracurricular at SDNegeri 74 Palembang, that is, in general, motivation can be categorized into intrinsic motivation and extrinsic motivation. According to Buana (2021), intrinsic motivation is motivation that comes from the individual himself, with the goal to be achieved is satisfaction for himself, such as interests, talents, and motives. While extrinsic motivation is motivation that comes from outside, such as the surrounding environment, with the goal to be achieved is to get rewards such as the environment, family, and facilities and infrastructure.

Based on the overall data with the combination of scores, motivation in participating in pencak silat extracurricular activities at SD Negeri 74 Palembang was declared good (46 %). With these results, it means that Shiwa's motivation in participating in pencak silat extracurricular

activities is quite strong, even though there are variations in motivation between students. This is due to several factors that support students' motivation in participating in pencak silat extracurricular activities at SD Negeri 74 Palembang, namely internal factors such as interests, talents, and motives as well as external factors such as family support, environment, and infrastructure, which exist in the school environment. However, the motivation of students in participating in pencak silat extracurriculars at SD Negeri 74 Palembang is considered quite good. However, this allows the motivation of students to be vulnerable to quitting and no longer participate in pencak silat extracurricular activities. However, on the other hand, the lower a person's interest in doing activities or behaviors, the lower the likelihood of achieving success (Azizah & Sudarto, 2021).

Specifically, students' intrinsic motivation looks dominant. Based on the calculation results, 7 students (63.6%) were in the "Very High" category, 2 students (18.2%) were in the "High" category, while 1 student (9.1%) each was in the low and very low categories. Based on Slamet (2023), Intrinsic factors accounted for 48%, and extrinsic motivation accounted for 28%. These findings show that students' internal drives, such as personal interests, talents, abilities, and motives, are the main factors that motivate them to participate in extracurricular activities actively. This high intrinsic motivation plays an important role in increasing student involvement, consistency, and achievement during Pencak Silat training.

In contrast, students' extrinsic motivation is comparatively lower. Of the 11 respondents, only 1 student (9.1%) stated extrinsic motivation of "Very High", 3 students (27.3%) were in the "High" category, 5 students (45.4%) were in the "Low" category, and 2 students (18.2%) were in the "Quite Low" category. These results show that external factors, such as family support, environment, and infrastructure, still need to be strengthened to increase student motivation. Low extrinsic motivation can affect overall student participation and indicates the need for intervention from both schools and coaches. By understanding the level of development and progress of athletes, sports coaches can also determine the appropriate methods to improve and develop the abilities of athletes (Widiastuti, 2022). According to Gomes (2020), as evidence shows, coaches have an impact on several psychological dimensions of athletes (e.g., satisfaction, goal commitment, enjoyment, self-esteem, perceived competence).

Overall, this study shows that the motivation of SD Negeri 74 Palembang students in participating in Pencak Silat extracurriculars is more influenced by intrinsic motivation than extrinsic motivation. According to Pratama (2020), in the context of extracurricular pencak silat, intrinsic motivation can take the form of enjoyment of martial arts activities, a desire to improve skills, and a sense of pride when mastering new movements, while extrinsic motivation can take the form of support from friends, teachers, and parents, as well as rewards or achievements obtained from participating in competitions. Intrinsic motivation rooted in personal goals, enjoyment, and autonomy is associated with long-term commitment and sustained participation in sports among young athletes (Hagger, 2024). These findings are in line with research (Aziz & Ginanjar, 2024; El et al., 2023), which states that students' intrinsic motivation is more dominant than extrinsic motivation in participating in sports and extracurricular activities. By knowing this level of motivation, schools can design effective coaching strategies, increase external support, and maintain internal motivation of students so that participation and achievement in Pencak Silat extracurriculars remain optimal. Based on Amiruddin, A. (2022), Motivation is a change in energy within a person that is characterized by the emergence of feelings and preceded by a response to a goal, thereby encouraging students to participate in the activities they are involved in actively. Coaches are not merely

technical instructors, but also serve as central figures in the process of developing athletes' character and mental attitude (Saputra, 2021).

#### 4. CONCLUSION

Based on the results of the study, it can be concluded that the level of motivation of students in participating in Pencak Silat extracurricular activities at SD Negeri 74 Palembang is in the good category, with the largest proportion being in the high motivation category. These findings suggest that most students have a strong drive and enthusiasm to actively participate in such activities. Intrinsic factors have been proven to have a more dominant influence than extrinsic factors, which include interest in pencak silat sports, the desire to develop one's abilities, a sense of pleasure in training, and a desire to excel.

Meanwhile, a small percentage of students who have low motivation tend to be influenced by extrinsic factors, such as lack of support from coaches, limited training facilities, and low encouragement from parents and peers. Thus, it can be concluded that intrinsic motivation is the main factor in shaping students' commitment and participation in pencak silat extracurricular activities. Therefore, schools, physical education teachers, and coaches are advised to provide continuous support, both through coaching, awarding, and providing adequate facilities, to increase student motivation and foster character values, discipline, and the preservation of the nation's culture through pencak silat activities.

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