



Analysis of the Influence of the School Environment on Student Motivation and Participation in Extracurricular Activities in SMP Swasta Budi Mulia Medan in 2025

Natalius Hulu 1*

Sekolah Tinggi Olahraga dan Kesehatan Bina Guna, Medan, Indonesia

Dicky Hendrawan 2

Sekolah Tinggi Olahraga dan Kesehatan Bina Guna, Medan, Indonesia

Abstract.

Background

The influence of a positive and appropriate environment on the implementation of extracurricular activities, especially at Budi Mulia Medan Middle School, is an important aspect that requires special attention to encourage students to participate in extracurricular activities, both in the visible and invisible environment.

Objectives

This study aims to analyze the influence of the school environment on student motivation and participation in extracurricular activities at Budi Mulia Middle School, Medan. The school environment is understood to encompass physical aspects such as the availability of facilities and infrastructure, as well as non-physical aspects such as teacher support, social climate, and student freedom to choose activities.

Methods

This study used a descriptive qualitative approach. Data were collected through interviews, observations, and documentation with students, supervising teachers, and the principal.

Results

Research results show that an adequate physical school environment, such as fields, activity rooms, and extracurricular equipment, can increase student enthusiasm and motivation. On the other hand, a conducive non-physical environment, such as good interpersonal relationships and emotional support from teachers, also plays a significant role in increasing student participation.

Conclusion

The overall school environment has a positive influence on student motivation and participation in extracurricular activities.

This finding reinforces the importance of creating a school environment that supports the development of students' potential, both academically and non-academically.

Keywords: school environment, student motivation, participation, extracurricular activities.

Received: January 20, 2026. Accepted: February 02 2026

*Correspondence: hulu@gmail.com

Correspondence author name

Correspondence Author Sekolah Tinggi Olahraga dan Kesehatan Bina Guna, Medan, Indonesia

Copyright: © 2025 by the authors. Published by KHATEC, Pontianak, Indonesia. This is an Open Access article distributed under the terms of the Creative Commons Attribution License ([Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.



How to Cite: Hulu, N., & Hendrawan, D. (2026). Analysis of the influence of the school environment on student motivation and participation in extracurricular activities in SMP Swasta Budi Mulia Medan in 2025. *International Journal of Emerging Sport Science (IJESS)*, 2(1), 57–63.

INTRODUCTION

Education, by definition, describes human efforts to develop knowledge, whether obtained through formal or informal institutions. Formal education is a systematic and tiered learning pathway that includes primary education, secondary education, and higher education. In contrast, informal education refers to education that takes place within the family and community environments. To achieve these objectives, appropriate educational goals are required. Education can help individuals elevate their dignity and status compared to those who are uneducated. Education is a conscious guidance or direction provided by educators toward the physical and spiritual development of students in order to form noble character according to certain dimensions. The goals of national education can be achieved if they receive support from all elements of Indonesian society in educating the life of the nation and are aligned with the ideals of the Indonesian nation.

Through the implementation of physical education programs at every school level, from primary education to upper secondary education, physical education plays a very important role and contribution in developing the potential and talents of each student. In addition, extracurricular activity programs are carried out outside school hours or non-academic hours with the aim of providing opportunities for students to nurture and develop their potential in the fields of sports, arts, science, and social activities. Moreover, extracurricular activities also play an important role in shaping holistic individuals, empowering self-development, introducing social environments, reducing academic stress, and preparing students for the future.

In the implementation of extracurricular programs, enthusiasm and participation from students are highly expected. However, the school environment is a factor that can influence student participation in these

activities. A positive school environment includes supportive facilities and infrastructure, attention from teachers, harmonious relationships among students such as peer relationships, and the presence of a strong school culture. This situation also appears to occur at SMP Budi Mulia Medan in the implementation of extracurricular activities.

Based on the researcher's observations of extracurricular activities at SMP Budi Mulia Medan, these activities are divided into two types: sports and non-sports extracurricular activities. Sports extracurricular activities include futsal, badminton, and swimming, while non-sports extracurricular activities include scouting, flag-raising troop (Paskibra), dance, and music. Based on the researcher's observations of these two types of extracurricular activities, students tend to prefer sports extracurricular activities over non-sports ones.

At SMP Budi Mulia Medan, extracurricular activities have become a school-programmed activity aimed at fostering and developing students' talents and interests in a comprehensive manner. However, based on initial observations, there are variations in the level of student participation in extracurricular activities at SMP Budi Mulia Medan. It can be seen that some students are quite active and enthusiastic in participating in these activities, while many others tend to be passive or not directly involved in extracurricular activities. This phenomenon raises problems and questions regarding how influential the school environment is in contributing to and affecting student motivation in extracurricular activities.

Extracurricular activities are activities conducted outside the teaching and learning process. There are several factors that influence participation, including students' personal characteristics (intrinsic factors) and external factors (extrinsic factors). Intrinsic factors include interests, talents, motivation, and attitudes toward an object. Meanwhile, extrinsic factors include facilities and infrastructure, teachers' attitudes, peer influence, unfavorable environments, and the availability of facilities owned by students to participate in extracurricular activities.

To achieve these objectives, school extracurricular managers must be able to manage all aspects of student involvement in extracurricular activities, especially sports extracurricular activities. Many people consider extracurricular activities merely as a way to spend free time while maintaining health. This assumption is inaccurate, as participating in extracurricular activities helps the body become healthier and fitter.

The influence of a proper and supportive environment in the implementation of extracurricular activities—especially the school environment at SMP Budi Mulia Medan—is an important aspect that requires special attention in encouraging student participation in extracurricular activities. This includes both visible and invisible environments. Visible environments include school buildings and all facilities such as classrooms, libraries, laboratories, and others. Meanwhile, invisible environments refer more to relationships between teachers and students, relationships among students, and other social interactions. These aspects can become obstacles for the school in encouraging students to actively participate and take part comprehensively in the implementation of extracurricular activities at SMP Budi Mulia Medan.

METHOD

Research Design

This research was conducted using a qualitative research method, which means the research has naturalistic characteristics, namely, research that uses the actual setting as a direct source of data, and the researcher as the key instrument. The term "naturalistic" comes from a deep ecological approach, where the researcher enters and spends time studying the research object. Some people use recording equipment to help complete the required data and obtain research data.

Participant

Penelitian ini dilakukan di Medan, Indonesia, dan melibatkan mahasiswa S1 program Pendidikan Jasmani di Sekolah Tinggi Olahraga dan Kesehatan (STOK) Bina Guna Medan. Sebanyak 60 partisipan (35 laki-laki dan 25 perempuan) dipilih secara purposive sampling. Semua partisipan aktif terlibat dalam kegiatan ekstrakurikuler olahraga dan memiliki setidaknya dua tahun pengalaman dalam sesi pelatihan terorganisir. Sebelum pengumpulan data, semua partisipan telah mendapatkan persetujuan (informed consent), dan penelitian ini mengikuti standar etika penelitian yang telah disetujui oleh dewan peninjau kelembagaan STOK Bina Guna Medan.

Data Analysis

Data analysis is used to support the conclusions drawn from the researcher's analysis, thus strengthening the content of the analysis. The steps involved drawing conclusions from the reduced and presented data categories lead to final conclusions to address the problems faced. As data increases through continuous verification, conclusions are drawn, which are continually verified throughout the research, involving the researcher's interpretation. The data analysis steps described above are illustrated in the following diagram.

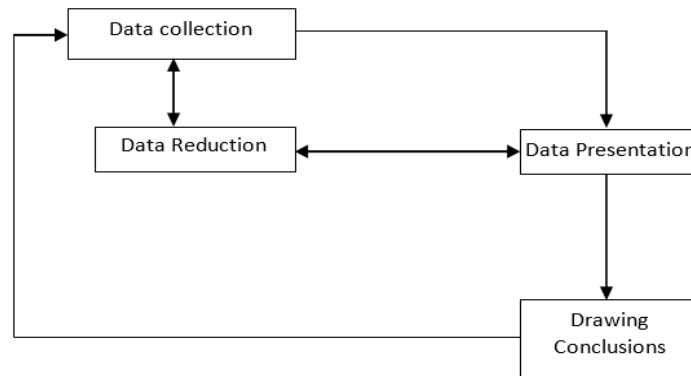


Table 1. Data Analysis

RESULTS AND DISCUSSION

Results

This study is a qualitative research aimed at obtaining information related to the influence of the school environment on students' motivation and participation in extracurricular activities at SMP Swasta Budi Mulia Medan in 2025. The results of this study are described based on data collected during the research process. The findings of this research are expected to answer the research questions previously formulated by the researcher. The collected data are analyzed to draw conclusions that address these research questions.

The data in this study were obtained through observations conducted by the researcher, both during the preliminary observation and throughout the research process, with the researcher acting as the main research instrument. The data collection was supported by three techniques: observation, interviews, and documentation. The researcher directly observed the implementation of extracurricular activities by visiting the school and monitoring the activities firsthand. In addition, to strengthen the data obtained through observation, the researcher conducted structured interviews with informants.

In the implementation of extracurricular activities at SMP Swasta Budi Mulia Medan, teachers play an important role as facilitators, coaches, and supervisors during the activities. Teachers assigned to extracurricular activities are those who have expertise in the respective extracurricular fields, ensuring that students receive proper guidance, training, and supervision.

The data were collected through observation, interviews, and documentation. Observational activities were carried out using performance-based instruments with the following indicators:

1. Extracurricular programs
2. Extracurricular activities
3. Implementation of extracurricular activities
4. Achievement of extracurricular programs

Further research data were obtained through recorded interviews using transcript formats. Interviews were conducted during the pre-survey stage as well as during the research process, aiming to identify the actual processes and perceptions of extracurricular activities at SMP Swasta Budi Mulia Medan. The criteria for interview data included:

1. Condition of school facilities
2. Physical school environment
3. Non-physical school environment

The questions posed served as the basis for obtaining narrative data. The interview data sources were students of SMP Swasta Budi Mulia Medan. Furthermore, the learning process at SMP Swasta Budi Mulia Medan was conducted as usual through face-to-face instruction, similar to other schools. Teaching and learning activities at SMP Swasta Budi Mulia Medan were carried out for six days, from Monday to Saturday. During this six-day learning period, extracurricular activities were conducted from Monday to Saturday outside regular school hours, from 15:00 to 17:00 WIB.

Based on the research conducted, several findings were identified regarding the implementation of extracurricular activities at SMP Swasta Budi Mulia Medan in relation to the analysis of the influence of the school environment on students' motivation and participation in extracurricular activities in 2025. Through observations and interviews, the researcher found that most students showed low interest in the extracurricular activities available at SMP Swasta Budi Mulia Medan.

Discussion

Based on the results of the research conducted by the author through observations and interviews regarding the influence of the school environment on students' motivation and participation in extracurricular activities at SMP Swasta Budi Mulia Medan, it was found that there has been a decline in students' enthusiasm for participating in these activities and a decrease in the attractiveness of extracurricular activities for some students.

Furthermore, SMP Swasta Budi Mulia Medan has long implemented extracurricular activity programs, similar to other schools in general. The school facilitates these extracurricular activities through the provision of available facilities and infrastructure to support their implementation. In addition, SMP Swasta Budi Mulia Medan has applied specific procedures in carrying out extracurricular activities, including the scheduling of activities. Extracurricular activities at SMP Swasta Budi Mulia Medan are conducted from Monday to Saturday, from 15:00 to 17:00 WIB. The participants in these extracurricular activities are the students of SMP Swasta Budi Mulia Medan, while the instructors are teachers assigned by the school.

The results of observations and interviews related to the analysis of the influence of the school environment on students' motivation and participation in extracurricular activities at SMP Swasta Budi Mulia Medan indicate that factors affecting students' interest and enthusiasm in participating in extracurricular activities include: (1) the condition of school facilities, (2) the physical school environment, and (3) the non-physical school environment. These factors contribute to extracurricular activities being less attractive to students.

Extracurricular activities at SMP Swasta Budi Mulia Medan are carried out on Thursdays and Saturdays, or twice a week. These activities aim to optimally develop students' potential, talents, interests, abilities, personality, cooperation, and independence. This is in accordance with the opinion of Asep Herry Hernawan (2003), who states that extracurricular activities aim to: (1) broaden and deepen knowledge and competencies relevant to curricular programs; (2) provide links between subjects; (3) channel students' talents and interests; (4) connect acquired knowledge with societal and environmental needs and demands; and (5) complement efforts toward holistic human development.

Extracurricular activities generally consist of various types that can be chosen according to students' talents and interests. Similarly, SMP Swasta Budi Mulia Medan offers six types of extracurricular activities, namely dance, futsal, Paskibra, scouting, computer laboratory, and tahfiz. In addition to fostering talents and interests, extracurricular activities also serve as a pathway for non-academic achievement that can increase students' enthusiasm. This is in line with Rahayu (2021), who stated that students who actively participate in extracurricular activities have greater opportunities to represent their school in competitions and tournaments, which are officially recognized forms of non-academic achievement.

SMP Swasta Budi Mulia Medan has implemented extracurricular activities for a long time, making them part of the school's routine in supporting students through non-academic development. However, despite the long-standing existence of these activities, the school faces the challenge of restoring students' enthusiasm, as over time student involvement in extracurricular activities at SMP Swasta Budi Mulia Medan has continued to decline.

In extracurricular activities at SMP Swasta Budi Mulia Medan, students are given the freedom to choose activities that align with their talents and potential, allowing them to express themselves freely and explore activities of their own choice. This is consistent with Hidayat (2020), who stated that freedom in choosing extracurricular activities affects students' participation levels. Students who feel forced tend to be less active and less motivated. In addition, Regulation of the Minister of Education and Culture (Permendikbud) No. 62 of 2014 regulates the development of various forms of elective extracurricular

activities based on principles of active and enjoyable participation. The development process includes several stages: (1) identifying students' needs, potentials, and interests; (2) analyzing required resources and available resources; (3) fulfilling resources according to students' needs or collaborating with educational institutions and other agencies; (4) preparing extracurricular programs; and (5) determining the activities to be implemented. Therefore, schools have a responsibility to improve supporting facilities, including school facilities, physical school environment, and non-physical school environment. These three aspects are crucial in supporting the implementation of extracurricular activities in order to attract students' enthusiasm, so that extracurricular activities at SMP Swasta Budi Mulia Medan can develop and become an effective platform for students.

Furthermore, based on interviews and observations, it was found that the school environment at SMP Swasta Budi Mulia Medan generally influences students' motivation and participation in extracurricular activities. The physical school environment, such as the availability of sports fields, activity rooms, and adequate equipment, provides positive encouragement for students to engage in extracurricular activities. This aligns with students' responses, indicating that they feel more motivated when supporting facilities are well provided. However, critically, it can be concluded that the existence of facilities alone is insufficient if not balanced with a supportive non-physical environment. Some students reported that a lack of teacher support or minimal appreciation for students' achievements in extracurricular activities reduced their interest in participation. This indicates that students' motivation is influenced not only by the physical conditions of the school but also by the psychological atmosphere and social relationships formed within the school environment, particularly at SMP Swasta Budi Mulia Medan.

The researcher also found differences in participation levels between students with intrinsic motivation and those who participated in extracurricular activities solely due to obligation. Students who were given freedom in choosing extracurricular activities tended to be more active and responsible. In contrast, students who participated due to pressure or coercion showed lower and less consistent participation. This finding is supported by the theories of Mulyasa (2021) and Sudjana (2018), which state that freedom of choice and support from the school environment are important factors in increasing students' motivation and activeness. Therefore, the influence of the school environment is not only physical but also involves psychosocial aspects that create a sense of comfort, safety, and appreciation in participation.

From this interpretation, it can be concluded that the success of extracurricular programs is highly dependent on the synergy between available facilities and infrastructure and a conducive school climate. If both aspects are developed in a balanced manner, students' motivation and participation in extracurricular activities will increase significantly and sustainably.

CONCLUSION

Overall, student motivation and participation in extracurricular activities at Budi Mulia Middle School, Medan, are significantly influenced by the school's physical and non-physical environment. Adequate facilities encourage students to be more interested and actively participate in extracurricular activities. Furthermore, teacher support, positive social relationships, school appreciation, and freedom to choose activities also strengthen student motivation and active participation. The combination of a conducive physical and non-physical environment is a key factor in optimally and sustainably increasing student participation in extracurricular activities.

ACKNOWLEDGMENT

The author would like to thank SMP Budi Mulia Medan and Bina Guna Sports and Health College, the researchers and authors who have participated and provided support for this research activity.

AUTHOR CONTRIBUTION STATEMENT

This research was conceptualized and designed by Natalius Hulu, who developed the research objectives and methodology, managed data collection, coordinated with participants, and supervised fieldwork at STOK Bina Guna Medan. Dicky Hendrawan performed data analysis, interpreted the findings, and contributed significantly to the preparation of the manuscript. All authors participated in manuscript

revisions, approved the final version for submission, and take full responsibility for the integrity and accuracy of the work.

CONFLICT OF INTEREST AND FUNDING

The authors declare no conflict of interest related to the conduct, authorship, or publication of this study.

REFERENCES

- Amirzan, M. Y. (2019). Tanggapan siswa terhadap manfaat kegiatan ekstrakurikuler olahraga dalam pengembangan prestasi dan potensi diri. *Jurnal Sosial Humaniora Sigli*, 2(1), 79-87. Op. Cit.Ny. Y. Singgih D. Gunarsa Dan Singgih D. Gunarsa, Psikologi Remaja, h.. 140-146
- Amirzan, M. Y. (2019). Tanggapan siswa terhadap manfaat kegiatan ekstrakurikuler olahraga dalam pengembangan prestasi dan potensi diri. *Jurnal Sosial Humaniora Sigli*, 2(1), 79-87.
- Anggreni, D. P. D., & Rudiarta, I. W. (2022). Pengaruh teman sebaya terhadap motivasi belajar Agama Hindu perspektif teori belajar sosial. *Padma Sari: Jurnal Ilmu Pendidikan*, 1(02), 142-151.
- Astutik, W. (1995). Slameto, Belajar dan Faktor-faktor yang Mempengaruhinya. *Jakarta: Rineka Cipta*, 8-44.
- Budiman, A., & Nasrullah, R. (2022). Pengaruh kegiatan ekstrakurikuler terhadap prestasi belajar bahasa Indonesia siswa kelas VIII SMP Negeri 1
- Candra, O., & Wahyudi, W. (2020). Motivasi siswa dalam mengikuti kegiatan ekstrakurikuler bolabasket di smp negeri 9 pekanbaru. *Journal Of Sport Education (JOPE)*, 2(2), 70-78.
- Chairani, M., & Juwita, R. (2019). Pengaruh kegiatan ekstrakurikuler terhadap prestasi belajar siswa di SMP Negeri 1 Peusangan. *Jurnal Sain Ekonomi dan Edukasi (JSEE)*, 7(1).
- Dewi, F. C., & Yuniarsih, T. (2020). Pengaruh lingkungan sekolah dan peran guru terhadap motivasi belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 5(1), 1-13.
- Efendi, P. M., Muhtar, T., & Herlambang, Y. T. (2023). Relevansi kurikulum merdeka dengan konsepsi Ki Hadjar Dewantara: Studi kritis dalam perspektif filosofis-pedagogis. *Jurnal Elementaria Edukasia*, 6(2), 548-561.
- Emzir. (2012). *Metodologi Penelitian Kualitatif Analisis Data*. Jakarta: Rajawali.
- Yuriani, P., Ermita, E., Gustituati, N., & Susanti, L. (2022). Faktor-faktor yang
- Ernawati, L., Hidayat, R., & Amin, M. (2020). *Analisis Tentang Pelaksanaan Kegiatan Ekstrakurikuler Karate di SD Unggulan Aisyiyah Taman Harapan Curup* (Doctoral dissertation, Institut Agama Islam Negeri Curup).
- Febrianti, F., Mahmud, M., & Hifid, R. (2022). Pengaruh kegiatan ekstrakurikuler terhadap pembentukan karakter siswa di SMA Negeri 1 Paleleh Barat. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(2), 1535- 1552.
- Friskilia, O., & Winata, H. (2018). Regulasi diri (pengaturan diri) sebagai determinan hasil belajar siswa sekolah menengah kejuruan. *Jurnal Pendidikan Manajemen Perkantoran*, 3(1), 36-43.
- Ksanjaya, R., & Rahayu, E. T. (2022). Motivasi Siswa Dalam Kegiatan Ekstrakurikuler Futsal Di SMA Negeri 1 Blanakan. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(5), 5

- Manora, H. (2019). Peranan kepala sekolah dalam meningkatkan mutu pendidikan. *Edification Journal: Pendidikan Agama Islam*, 1(1), 119-125.
- Mempengaruhi Pelaksanaan Kegiatan Ekstrakurikuler di Madrasah Tsanawiah Negeri 12 Pesisir Selatan. *Deduksi: Jurnal Dedikasi Edukasi*, 1(4), 7-13.
- Mere, K. (2021). Dampak penugasan guru sebagai kepala sekolah/madrasah terhadap kinerja kepala sekolah. *Jurnal Basicedu*, 5(5), 4306-4313.
- Muhibbin Syah, Psikologi pendidikan dengan pendekatan baru, (Bandung: Remaja Rosdakarya, 2008), h. 92
Tulus Tu'u, Peran disiplin pada perilaku dan prestasi siswa, (Jakarta: Grosinda Persada, 2004), h. 48-49
- Mulia, J. R., Nasution, B., Asmendri, A., & Sari, M. (2023). Peranan kurikulum dalam mencapai tujuan pendidikan. *El-Idare: Jurnal Manajemen Pendidikan Islam*, 9(2), 34-40.
- Nofianti, A. (2018). Pengaruh Kegiatan Ekstrakurikuler dan Motivasi Belajar Terhadap Prestasi Belajar Siswa. *JDMP (Jurnal Dinamika Manajemen Pendidikan)*, 2(2), 120-129.
- Ridwansyah, R., Huda, S., & Fauzi, M. S. (2021). Survei Minat Dan Motivasi Siswa-Siswi Dalam Mengikuti Kegiatan Ekstrakurikuler Futsal Di SMP Negeri Kota Samarinda. *Borneo Physical Education Journal*, 2(1), 64-73.
- Sampetondok, H. (2021). *Peran Guru Pendidikan Jasmani Dalam Membangun Karakter Peserta Didik* (Doctoral dissertation, UNIVERSITAS NEGERI MAKASSAR).
- Selvia, B., Lian, B., & Sari, A. P. (2020). Penerapan pembinaan ekstrakurikuler dalam kegiatan pembelajaran full day school. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 5(2), 152-167.
- Sumedang. *Literat- Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 1(1), 64-81. Rokhim, D. A., Rahayu, B. N., Alfiah, L. N., Peni, R., Wahyudi, B., Wahyudi, A.,
- Susanti, M. D. (2015). Pemanfaatan media pembelajaran terhadap motivasi belajar anak TK. *Jurnal Pendidikan Anak (WEBSITE INI SUDAH BERMIGRASI KE WEBSITE YANG BARU==> https://journal.uny.ac.id/v3/j*
- Uno, H. B. (2023). *Teori motivasi dan pengukurannya: Analisis di bidang pendidikan*. Bumi Aksara.
- Wafroturrohmah, W., & Sulistiyawati, E. (2019). Manfaat kegiatan ekstra kurikuler dalam pengembangan kompetensi sosial siswa SMA. *Manajemen Pendidikan*, 13(2), 147-155.
- Widarti, H. R. (2021). Analisis kesiapan peserta didik dan guru pada asesmen nasional (asesmen kompetensi minimum, survey karakter, dan survey lingkungan belajar). *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, 4(1), 61-71