

Factors Influencing University Students' Interest in Participating in Hockey

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ARTICLE INFORMATION	Abstract
Article history: Received : January 12, 2026 Revised : January 15, 2026 Accepted : January 18, 2026 Keyword: Student Interest, Hockey, Sport Participation, Motivation, Self-Efficacy. DOI: https://ciiles.com/schole.v1i1.5	This study aims to comprehensively examine the factors influencing university students' interest in participating in hockey as a team sport within the higher education context. Employing a qualitative approach through a literature study, this research synthesizes recent theoretical and empirical findings related to student sport participation, motivation, self-efficacy, social support, environmental conditions, and structural constraints. Relevant national and international publications from reputable academic sources were systematically reviewed and analyzed using content analysis to identify dominant themes and patterns that explain students' interest in hockey. The findings indicate that students' interest in hockey is shaped by a complex interaction between internal and external factors. Internal factors include intrinsic motivation, self-efficacy, sport preferences, and positive emotional experiences, which play a central role in fostering sustained engagement. External factors such as social support from peers and institutions, availability of facilities, campus sport culture, and institutional policies significantly influence the development of interest. However, the study also reveals critical barriers, including limited sports infrastructure, perceived high risk of injury, lack of competitive opportunities—particularly in the Indonesian context—and insufficient athlete welfare support, all of which may reduce students' willingness to participate despite strong internal motivation. Overall, this study highlights that students' interest in hockey is multidimensional and context-dependent. The findings provide an integrated conceptual understanding that can inform future empirical research and support the development of more inclusive, supportive, and sustainable university sport policies.

I. INTRODUCTION

Sport constitutes an integral part of students' lives, functioning not only as a means of enhancing physical fitness but also as a medium for the development of psychological, social, and character-related aspects. In the context of higher education, student participation in sports activities—particularly through student organizations or campus extracurricular programs—contributes significantly to the formation of healthy lifestyles, discipline, teamwork, and balance between academic and non-academic demands. Numerous studies have demonstrated that students who actively participate in sports activities tend to exhibit better physical and mental health compared to those who are physically inactive (Tang et al., 2023). Students' interest in a particular sport represents a key factor determining both the level of participation and the sustainability of their involvement in that activity. In the context of sport, interest is understood as a relatively stable psychological disposition that encourages individuals to feel attracted to, enjoy, and willingly engage in a specific physical activity (Hidayat & Pratama, 2022). Interest does not emerge instantaneously; rather, it is formed through an interaction process between internal individual factors and external environmental influences. Therefore, understanding the factors that influence students' interest in participating in sports activities is essential for supporting the development of effective and sustainable sport programs in higher education institutions.

One team sport that has begun to develop and attract attention in the campus environment is hockey. Hockey is a sport that requires a combination of technical skills, physical endurance, team coordination, and rapid decision-making abilities. These characteristics make hockey a complex and challenging sport, and consequently, students' interest in participating in hockey activities is strongly influenced by various personal and contextual considerations. Nevertheless, compared to more popular sports such as soccer or futsal, hockey remains relatively less favored by a significant proportion of students, particularly in Indonesia. This phenomenon indicates the presence of specific factors influencing students'



interest in hockey that warrant systematic scientific investigation. Participation in sports activities at the university level reflects the interaction between individual needs and institutional environmental support. Sport participation theories explain that individuals' involvement in physical activities is influenced by both intrinsic and extrinsic motivation. Intrinsic motivation is associated with enjoyment, satisfaction, and personal interest in the sport itself, whereas extrinsic motivation relates to external factors such as social support, facilities, rewards, and environmental influences (Ryan & Deci, 2020).

Research on factors influencing student participation in sports indicates that personal attributes—such as interest, perceived competence, and prior sport experience—have a significant impact on individuals' decisions to engage in sports activities (Tang et al., 2023). In addition, environmental factors, including the availability of facilities and infrastructure, peer support, the role of coaches or instructors, and the campus sport culture, also play an important role in shaping students' interest in sports activities (Australian Sports Commission, 2021). In the context of team sports, students' interest is influenced not only by individual ability but also by group dynamics and a sense of team cohesion. Team sports such as hockey require cooperation, effective communication, and collective commitment, making social factors a critical element in determining students' interest and participation levels. A supportive social environment, including active peers and competent coaches or supervisors, can enhance students' confidence and increase their willingness to engage in such activities. More specifically, students' interest in hockey activities is shaped by the unique characteristics of the sport itself. Hockey requires relatively specialized technical skills, such as stick handling, ball control, and tactical understanding of the game. For students with little or no prior experience, this complexity may serve as an initial barrier that reduces interest in participation. Conversely, for students who hold positive perceptions toward challenges and skill development, these characteristics may instead serve as a distinctive attraction.

Studies examining students' interest in participating in hockey extracurricular activities have shown that extrinsic factors—such as the quality of coaching, the availability of adequate facilities, and institutional support—significantly influence participants' interest (Rahman et al., 2023). These findings suggest that although interest is fundamentally internal, a conducive environment remains a decisive factor in encouraging individual involvement in hockey activities. Furthermore, internal factors such as motivation, perceived self-efficacy, and prior sport experience also play a crucial role in shaping students' interest. Individuals with high levels of self-efficacy tend to exhibit greater confidence in meeting the physical and technical demands of a sport, thereby increasing their likelihood of active participation (Bandura, 1997). In the student context, positive experiences in previous sports activities can enhance interest in trying or continuing involvement in other sports, including hockey. The phenomenon of relatively low student interest in hockey activities within higher education institutions indicates a gap between the potential benefits of the sport and actual participation levels. On the one hand, hockey offers substantial physical, social, and psychological benefits; on the other hand, many students remain hesitant or reluctant to engage in this activity. This phenomenon can be understood as the result of a combination of factors, including limited exposure to hockey, inadequate facilities, minimal social support, and the perception that hockey is a difficult or less popular sport.

Research on student motivation and interest in sports participation suggests that intrinsic motivation—such as enjoyment and personal interest—often serves as the dominant factor in determining students' engagement in physical activities (Putra & Dewi, 2021). However, such motivation may be strengthened or weakened by external factors, including social and institutional environments. Consequently, understanding students' interest in hockey requires a comprehensive approach that considers the interaction of multiple influencing factors. Various previous studies have provided an empirical foundation for understanding the factors that influence interest and participation in sports activities. Tang et al. (2023) found that personal attributes, sport facilities, peer influence, and social culture are primary factors affecting student sport participation. Another study conducted by Rahman et al. (2023) on students participating in hockey extracurricular activities revealed that coaching support and facility availability significantly influence participants' interest in hockey. Furthermore, Hidayat and Pratama (2022) reported that students' interest in sports is influenced by a combination of internal factors—such as motivation and self-perception—and external factors, including environmental and social experiences. These findings are

consistent with those of Putra and Dewi (2021), who emphasized that intrinsic motivation plays a dominant role in determining student sport participation, although it remains influenced by environmental support. At the international level, the Australian Sports Commission (2021) emphasized that environmental factors, including facilities and institutional support, are key determinants in increasing sport participation among youth and university students. Based on the foregoing discussion, the present study aims to objectively describe the factors influencing students' interest in participating in hockey activities through a descriptive quantitative approach. This study focuses on measuring students' levels of interest and identifying the internal and external factors that contribute to such interest. By utilizing empirical data obtained through standardized research instruments, this study is expected to provide a factual and systematic depiction of students' interest in hockey activities within the higher education context.

II. LITERATURE REVIEW

Student participation in sports activities constitutes a multidimensional phenomenon involving psychological, social, and educational environmental aspects. As part of a healthy lifestyle, sports not only contribute to physical health development but also influence psychological well-being, social skills, and character formation among students (Tang et al., 2023). Numerous studies indicate that regular participation in sports is associated with improved cognitive functioning, reduced symptoms of depression, and enhanced self-efficacy, which indirectly support academic achievement and overall well-being among university students (Zhong et al., 2025; Liu, 2022). A fundamental issue in this field of study concerns how interest and preference for specific sports—such as hockey—are developed and influenced by various internal and external factors within the campus context. In academic discourse, sport interest is understood as a psychological disposition that influences individuals' tendencies to choose, engage in, and sustain involvement in specific physical activities (Hidayat & Pratama, 2022). This concept of interest is grounded in motivational theories, particularly Self-Determination Theory (SDT), which emphasizes the roles of intrinsic and extrinsic motivation in participatory behavior (Deci & Ryan, 1991, as cited in Zhang & Mantuhac, 2025). Intrinsic motivation relates to enjoyment, satisfaction, and the fulfillment of personal needs derived from the activity itself, whereas extrinsic motivation originates from external factors such as social support, incentives, or cultural norms (Ryan & Deci, 2020). Empirical evidence in the university context consistently demonstrates that intrinsic motivation is a stronger predictor of sustained sports participation than extrinsic motivation (Tang et al., 2023; Putra & Dewi, 2021).

Beyond motivation, self-efficacy—or individuals' beliefs in their capabilities to perform specific tasks—has been identified as a critical predictor of engagement in sports activities. Recent studies show that students with high levels of self-efficacy are more likely to participate in physical activities because they perceive themselves as capable of meeting the physical and social demands associated with sports participation (Su & Liu, 2025; Zhong et al., 2025). Self-efficacy also moderates the relationship between sport-related knowledge and actual participation behavior, indicating a complex interaction between psychological factors and observable actions (Zhong et al., 2025). This perspective is particularly relevant for understanding why some students demonstrate stronger interest in certain sports while others do not. Interest in specific sports such as hockey is also influenced by environmental factors, including facility availability, support from coaches or academic institutions, and prevailing social norms within higher education settings. Access to adequate sports facilities has been identified as a significant factor in increasing students' interest in physical activity participation (Australian Sports Commission, 2021). Furthermore, research in academic sport contexts suggests that support from instructors or coaches not only directly affects participation but also indirectly enhances students' learning motivation and self-efficacy (Su & Liu, 2025). Social support from peers, guidance provided by student organizations, and a strong campus sports culture collectively create a conducive environment for student engagement in sports activities (Tang et al., 2023; Putra & Dewi, 2021).

Several studies have also explored students' sport preferences as predictive variables of participation. A large-scale survey involving more than 800 university students found that preferences for specific sports had a direct effect on physical activity levels and were mediated by achievement emotions and sport motivation in a sequential manner (Zhong et al., 2025). Strong preferences for particular sports

foster positive emotional experiences, which subsequently enhance motivation and sustained engagement in physical activity. These findings are especially relevant when examining interest in team sports such as hockey, where emotional experiences and individual preferences toward team dynamics may significantly influence participation (Zhong et al., 2025). Moreover, the digital and media context has increasingly shaped variations in students' sports participation behaviors. Recent research indicates that digital media use positively affects sports participation, with sport cognition acting as a mediator and self-efficacy serving as a key moderator in this relationship (Zhong et al., 2025). These findings suggest that exposure to sports-related information, educational content, and online promotional campaigns can strengthen awareness, understanding, and interest in sports participation, including team-based sports such as hockey.

At the national level, comparative studies reveal that interest in team sports such as hockey may differ from interest in individual sports. Research examining differences in student interest between individual and team sports found that although interest in team sports is often higher, actual participation may be constrained by barriers such as time limitations, facility access, and personal preferences (Hanafi & Ramli, 2025). These findings align with existing literature indicating that preferences, access to resources, and social-environmental contexts are key determinants influencing the transformation of interest into active participation (Hanafi & Ramli, 2025). In addition, sports participation has been linked to broader psychological and academic outcomes. Previous studies demonstrate that engagement in physical activity is positively associated with students' mental well-being, including reduced levels of depression and increased self-esteem (Liu, 2022; Atifah & Syafruddin, 2025). These findings underscore that the benefits of sports participation extend beyond physical health, encompassing psychological dimensions that support students' holistic development.

These studies illustrate that students' interest in sports, including team sports such as hockey, is shaped by a combination of psychological, social, environmental, and technological factors. Sport participation and motivational theories provide a robust conceptual framework for understanding how these variables interact to explain students' sports participation behaviors (Deci & Ryan, 1991; Ryan & Deci, 2020). From an empirical perspective, numerous quantitative studies consistently demonstrate that intrinsic motivation, self-efficacy, environmental support, sports facilities, sport preferences, and digital factors significantly contribute to students' interest and participation in sports activities (Zhang & Mantuhac, 2025; Su & Liu, 2025; Zhong et al., 2025). Based on this literature review, the development of research hypotheses is formulated as follows. First, students' interest in participating in hockey activities is positively influenced by intrinsic motivation related to emotional experiences and enjoyment derived from sports activities. Second, self-efficacy mediates the relationship between intrinsic motivation and students' interest in hockey, such that students with higher confidence in their abilities are more likely to demonstrate stronger interest in participation. Third, campus environmental support, including adequate sports facilities and social support from coaches or peers, positively influences students' interest in hockey activities. Fourth, digital media use and sport cognition indirectly contribute to students' interest in hockey through enhanced knowledge acquisition and self-efficacy.

III. RESEARCH METHODS

This study employs a qualitative approach using a literature study method to examine in depth the factors influencing students' interest in participating in hockey-related sports activities. The qualitative approach is adopted because the study aims to comprehensively understand concepts, patterns, and trends derived from previous research findings, as well as to interpret the meanings and relationships among variables based on theoretical and empirical perspectives developed within the fields of sports science and higher education. The literature study was conducted through a systematic review of relevant scholarly sources, including reputable national and international journal articles, conference proceedings, academic books, and research reports addressing students' interest in sports, sport participation in higher education, sport motivation, self-efficacy, environmental support, and the characteristics of team sports, particularly hockey. These sources were selected based on their strong theoretical and empirical contributions to explaining the factors that influence students' interest and participation in sports activities. Data collection

was carried out by searching academic databases such as Google Scholar, Scopus, and accredited national journal portals using relevant keywords, including “students’ interest in sports,” “sport participation,” “motivation in sports,” “self-efficacy,” “campus sports,” and “hockey.” Priority was given to publications from the past ten years to ensure alignment with recent developments in the field, although several classical studies were also included as foundational theoretical references when they remained conceptually relevant.

Data analysis in this study employed content analysis techniques. Each selected source was carefully examined to identify key concepts, empirical findings, and theoretical frameworks related to students’ interest in sports activities. Qualitative data in the form of narratives, research findings, and authors’ conclusions were then coded and categorized into major thematic areas, including internal student factors, external campus environmental factors, the role of motivation and self-efficacy, and social and institutional influences on sport interest. The subsequent stage involved literature synthesis, which integrated findings from previous studies to develop a holistic understanding of the factors influencing students’ interest in participating in hockey activities. This synthesis not only compared similarities and differences across research outcomes but also examined relationships among variables and overarching research trends. Through this process, the study produced a comprehensive and in-depth conceptual portrayal of the phenomenon under investigation. To ensure the validity and credibility of the study, rigorous academic standards were applied by selecting high-quality sources that were relevant to the research focus and published by reputable journals or academic publishers. Furthermore, the analytical process was conducted systematically and transparently to ensure that the interpretations and conclusions drawn are academically sound and defensible. Through this qualitative, literature-based approach, the study is expected to make a theoretical contribution by enriching the conceptual understanding of factors influencing students’ interest in participating in hockey activities, while also providing a foundation for future empirical research and the development of policies or sports programs within higher education institutions.

IV. RESULT AND DISCUSSION

4.1. Motivation and Types of Motivation in Sports Participation

One of the main factors influencing students’ interest in participating in sports is motivation. Research shows that intrinsic motivation, which includes enjoyment, health benefits, personal development, and achievement, has a greater impact than extrinsic motivation. Intrinsic motivation has been found to have a stronger influence on students’ decisions to engage in sports activities, including hockey (Fahrul et al., 2024; Yao et al., 2024). When students are intrinsically motivated, they are more likely to invest time and effort in learning hockey skills, adapting to competitive environments, and maintaining long-term participation. On the other hand, when students’ motivation is more extrinsic, their interest in hockey tends to decrease, especially when they face physical fatigue, academic pressure, or lack of institutional support.

4.2. The Role of Self-Efficacy in Sports Participation

Self-efficacy, or students’ belief in their ability to perform hockey skills and meet physical demands, also plays an important role in students’ interest in hockey. Empirical studies show that higher levels of self-efficacy are associated with higher participation in physical activities and greater persistence in sports (Irawan et al., 2025). In hockey, which requires skills like speed, strength, coordination, and tactical awareness, low self-efficacy may discourage students from participating due to fear of failure, embarrassment, or feeling physically inadequate. Conversely, support from coaches, gradual skill development, and positive team experiences can enhance self-efficacy, thereby strengthening students’ interest and commitment to the sport.

4.3. Social Support



Social support from peers, family, and educational institutions plays a significant role in shaping students' interest in sports participation, including hockey. Emotional encouragement, recognition of effort, and practical support such as access to training sessions, equipment, and mentoring can significantly increase students' willingness to engage in team sports (Dukungan Sosial untuk Aktivitas Fisik Mahasiswa, 2025). In hockey, peer support within teams fosters a sense of belonging and collective identity, while institutional support from universities and sports organizations validates hockey as a valued campus activity. Without such support, students may perceive hockey as a less important sport compared to more popular activities.

4.4. Environmental and Infrastructure Factors

Environmental factors and limited infrastructure are significant barriers to students' participation in hockey. Hockey requires specific equipment, appropriate playing surfaces, and safety-supporting facilities, which are often lacking or poorly maintained, especially in developing countries like Indonesia. Several studies have identified inadequate sports infrastructure as a major deterrent to student participation, even among those with high motivation and self-efficacy (Determinants of Engagement in Leisure-Time Physical Activity and Club Sports among University Students, 2025). When facilities are limited, inaccessible, or shared with other activities, students experience reduced training quality, increased risk of injury, and diminished enthusiasm for continued participation.

4.5. Injury Risks in Hockey

Injury risk is another significant factor influencing students' interest in participating in hockey. Hockey is known as a high-contact sport with a relatively higher likelihood of injury compared to other campus sports. Fear of injury, concerns about long-term physical consequences, and potential impacts on academic performance can discourage students from participating in hockey, especially when there is a lack of medical support or injury prevention programs (The Impact of Sports Preferences on Physical Activity Participation among College Students, 2025). This concern is particularly relevant for students who do not aspire to pursue professional athletic careers and prioritize personal safety and academic success. The absence of comprehensive injury management systems further exacerbates these concerns and negatively affects students' willingness to participate.

4.6. Limited Competition and Exposure

Limited competition in hockey, both at the university and national levels, also impacts students' interest in participating in the sport. Compared to more popular sports like soccer or badminton, hockey competitions are relatively rare. This lack of competitive opportunities reduces students' motivation to train consistently and diminishes the perceived value of participating in hockey. Exposure to competition is important for maintaining interest, as it provides goals, recognition, and opportunities for achievement. When competitions are infrequent or poorly organized, students may view hockey as offering limited future prospects, thereby reducing their long-term commitment to the sport.

4.7. Athlete Welfare and Institutional Support

Athlete welfare, including financial support, academic flexibility, and post-athletic career opportunities, also plays a major role in influencing students' interest in participating in hockey. Several studies note that inadequate welfare systems for student-athletes diminish the attractiveness of sustained sports participation (Dampak Partisipasi Olahraga Kampus terhadap Kesejahteraan Mental dan Stres Akademik Mahasiswa, 2025). In hockey, where training demands are high, insufficient financial incentives, limited scholarships, and lack of institutional recognition can diminish students' interest. When student-

athletes perceive that their efforts are not adequately supported or rewarded, they are more likely to prioritize other activities that offer greater long-term security.

4.8. Emotional Experiences and Sports Preferences

Positive emotional experiences, such as enjoyment, social bonding, and collective success, strengthen students' attachment to hockey. However, negative experiences, such as excessive pressure, poor team dynamics, or lack of institutional support, can have the opposite effect. Therefore, students' preferences for hockey are not static but evolve based on accumulated experiences within the sport environment (The Influence of Public Welfare Sports on College Students' Sports Interest and Sports Behavior, 2025).

4.9. Cultural Norms and Institutional Views on Hockey

Cultural norms and institutional views on sports significantly affect students' interest in hockey. In campus environments where hockey is not widely recognized or culturally integrated, students may perceive it as a less prestigious or socially valued sport. Conversely, universities that actively promote diverse sports cultures and integrate hockey into their institutional identity are more likely to foster sustained student interest in the sport (The Impact of Sports Preferences on Physical Activity Participation among College Students, 2025).

Students' interest in participating in hockey results from the complex interplay between psychological, social, environmental, and structural factors. Internal factors such as motivation, self-efficacy, and emotional experiences interact dynamically with external conditions, including social support, facilities, injury risk, competition availability, athlete welfare, and cultural norms. Understanding this multifaceted interaction is crucial for university administrators, policymakers, and sports practitioners to design inclusive, safe, and sustainable strategies to enhance student participation in hockey and other team sports.

V. CONCLUSION

The conclusion of this study emphasizes that students' interest in participating in hockey as a sport is the result of a complex and dynamic interaction between internal and external factors that mutually influence one another. Internal factors such as intrinsic motivation, self-efficacy, sport preferences, and positive emotional experiences have been shown to play a central role in shaping students' attraction to and commitment toward sports participation. Meanwhile, external factors—including social support from peers, family, and the university, the availability of sports facilities, institutional policies, and cultural norms within higher education environments—serve as contextual conditions that may either strengthen or weaken students' interest. These findings indicate that student participation in hockey cannot be understood in a partial or fragmented manner; rather, it should be viewed as a multidimensional phenomenon influenced simultaneously by psychological, social, and structural dimensions.

From a theoretical perspective, this study contributes to the advancement of knowledge in physical education and sport science by reinforcing the relevance of motivation theory, self-efficacy theory, and the social-ecological approach in explaining students' sports participation behavior. The synthesis of the literature demonstrates that intrinsic motivation and self-efficacy not only function as direct predictors of sports interest but also act as mediating mechanisms that link social and environmental support to students' participation behavior. Consequently, this study strengthens the argument that conceptual models of students' sports interest should be developed in an integrative manner, accommodating interactions between individual characteristics and environmental contexts. Moreover, the focus on hockey as a team

sport provides a specific contribution to the existing literature, which has largely emphasized individual sports, thereby opening opportunities for the development of theories that are more sensitive to the unique characteristics of team sports within higher education settings.

In terms of managerial implications, the findings suggest that efforts to enhance students' interest and participation in hockey require a comprehensive and sustainable strategic approach. University administrators, policymakers, and sports coaches should design programs that go beyond technical and competitive aspects, while also fostering intrinsic motivation, self-confidence, and positive sport experiences among students. The provision of adequate facilities, flexible training schedules aligned with academic demands, and institutional support in the form of funding and recognition of achievement are critical in creating a supportive environment. Furthermore, strengthening campus sport culture through promotional activities, interdepartmental collaboration, and the development of hockey sport communities can enhance students' sense of belonging and engagement. By integrating psychological, social, and structural considerations into the management of campus sports, students' interest in hockey is expected to grow sustainably and contribute positively to their health, well-being, and character development..

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