



## The Relationship between Student Organizational Activity and Motivation to do Physical Activity

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### Abstract

Student involvement in campus organizations plays an important role in developing leadership, social skills, and academic experience; However, intensive organizational engagement may reduce students' attention to maintaining physical health. Limited physical activity among students has become a growing concern, particularly when organizational responsibilities compete with time for exercise. Based on this background, this study aims to examine the relationship between students' organizational involvement and their motivation for physical activity at the Universitas Pendidikan Indonesia, Sumedang Regional Campus. The study employed a quantitative approach with a correlational design. The population consisted of 592 students from six student organizations, and 247 respondents were selected through proportional random sampling using the Slovin formula. Data were collected using a Likert-scale questionnaire that has been tested for validity and reliability. Data analysis included descriptive statistics, normality testing, and Spearman's Rank correlation analysis due to non-normal data distribution. The findings revealed a significant relationship between organizational involvement and motivation for physical activity (Sig. = 0.001 < 0.05), with a correlation coefficient of 0.210, indicating a low level of correlation. The coefficient of determination (4.4%) shows that organizational involvement contributes only a small proportion to students' motivation for physical activity. In conclusion, although a statistically significant relationship exists, organizational involvement does not substantially influence exercise motivation. Therefore, integrating active lifestyle programs into student organizations is recommended to support holistic student development.

### How to Cite

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## INTRODUCTION

As part of the intellectual community, students play an important role in academic and personal development through involvement in student organizations. Participation in formal organizations enhances social responsibility, collaboration, leadership, and communication skills (Saidi & Abd Aziz, 2025). However, the intensity of organizational activities requires substantial time and energy, which may disrupt students' balance. International studies indicate that highly active students often face difficulties in managing personal time, including sleep and health maintenance (Porath & Rosenblum, 2019). Therefore, organizational involvement should be examined in relation to student well-being, especially motivation for physical activity.

Physical activity is essential for physical health, psychological balance, cognitive function, and learning enthusiasm. Motivation for physical activity is influenced by internal factors such as competence and autonomy (Tross et al., 2024), and external factors including the social environment and daily demands. Motivation for physical activity is closely related to self-determination, which emphasizes autonomy, competence, and intrinsic motivation in performing physical tasks (Alif, 2016). Students with busy academic and organizational schedules tend to show lower levels of physical activity (Safdar et al., 2025), which can increase stress, mental fatigue, and reduce quality of life (Salazar-Vásquez et al., 2022). Physical education is inseparable from social interaction within the educational environment, which may generate various challenges affecting students' psychological conditions (Mulya & Lengkana, 2020). These interactions can influence fluctuations in self-confidence and learning motivation. In contrast, an active campus culture can strengthen motivation to maintain a healthy lifestyle despite organizational involvement (Bano et al., 2025). National data shows that 37.4% of Indonesians aged 10 and above lack sufficient physical activity according to the 2023 Indonesian Health Survey, while globally about 31% of adults do not meet recommended levels (WHO). These data indicate that low physical activity is a serious public health issue, highlighting the need to examine the relationship between student organizational involvement and motivation for physical activity in higher education.

Many students still struggle to balance organizational involvement and physical activity. High demands such as, meetings, and ongoing

programs often limit time, causing exercise to be postponed. This leads to reduced physical fitness, greater mental fatigue and stress, and lower academic focus and productivity, affecting well-being and learning outcomes (Welis & Mario, 2023). Low physical activity also promotes a sedentary lifestyle, increasing the risk of non-communicable diseases and long-term health problems (Emerole et al., 2025). Psychologically, organizational pressure can reduce intrinsic motivation to maintain health (Chaudhuri, 2020).

Heavy organizational schedules, often outside class hours, reduce students' time for exercise (Wu et al., 2023). This imbalance may cause fatigue, lower fitness, and hinder academic performance and social engagement (Wunsch et al., 2021). Over time, low physical activity affects metabolic and cardiovascular health in young adults (Salazar-Vásquez et al., 2022). Therefore, campuses need strategies to promote active lifestyles through better time management and integrating physical activity into organizational programs (Cao & Jiang, 2025). Awareness of physical health as part of student success should also be strengthened (Sauvé et al., 2018). These efforts support holistic student development and improved quality of life (Saheb et al., 2021).

Studies show that student organizational involvement affects health and physical activity. Welis & Mario, (2023) noted benefits for social and personal growth but emphasized effective time management to protect physical well-being. Holmes, (2018) found that balancing academic, organizational, and health activities improves learning. Han & Ju, (2022) linked greater responsibilities to lower physical activity. highlighted social support in sustaining intrinsic motivation for physical activity.

Preliminary observations of 20 active student organizations at the Sumedang Regional Campus of the Universitas Pendidikan Indonesia revealed that 70% of students struggled to balance sports and organizational activities, 60% often neglected physical activity due to busy schedules, and 45% did not meet the recommended minimum of 150 minutes of physical activity per week. These findings indicate an imbalance between organizational involvement and maintaining physical health.

Unlike previous studies that separate organizational involvement and physical activity, this research integrates both to examine how organizational dynamics influence students' motivation for physical activity. It is relevant to SDG 4 by promoting balanced student development and well-being, and to

SDG 3 by encouraging health motivation, with findings expected to support sustainable student organization policies. Research on this relationship remains limited in Indonesian higher education, as previous studies focused more on academic achievement and leadership than on physical activity motivation. Since motivation is central to physical activity behavior, it remains unclear whether organizational involvement reduces or strengthens exercise motivation. This study therefore positions organizations as potential promoters of an active lifestyle.

## METHOD

This study used a quantitative approach with a correlational design to determine the relationship between student activity in student organizations and motivation for physical activity. Correlation was used to test the strength and direction of the relationship between the independent and dependent variables through statistical analysis.

The study was conducted from February 1–11 at the Universitas Pendidikan Indonesia, Sumedang Regional Campus. The subjects were students actively involved in student organizations, including the Student Executive Board (BEM), the Student Representative Council (DPM), Elementary School Teacher Education Student Union, Nursing Student Union, Tourism Industry Student Union, and Physical Education Student Union.

The study population consisted of 592 students active in student organizations. The sampling technique used probability sampling with a proportional random sampling approach because the population comprised several different organizational groups. The sample size was determined using the Slovin formula with a 5% margin of error, resulting in 239 respondents distributed proportionally according to the number of members in each organization.

This study involved two variables: student activity in student organizations as the independent variable (X) and motivation for physical activity as the dependent variable (Y). Student activity was measured based on meeting attendance, participation in work programs, organizational initiatives, and responsibility and contribution. Motivation for activity was measured using indicators of intrinsic motivation (health, fitness, enjoyment, and personal needs) and extrinsic motivation (environment, achievement, recognition, and social support).

The data collection technique used a five level Likert scale questionnaire with a score ran-

ge of 1 (strongly disagree) to 5 (strongly agree). The total score for each variable was obtained by summing all statement items for each variable and then interpreted according to low to high categories.

The research instrument was modified from a previous study whose validity and reliability had been tested. The results of the reliability test in the previous study showed a Cronbach's Alpha value of 0.87 for the student activity variable and 0.89 for the physical activity motivation variable, indicating a high level of reliability ( $\alpha > 0.70$ ). Thus, the instrument was declared suitable for use in this study.

Data analysis was conducted using descriptive statistics to describe the characteristics of each variable, as well as Spearman Rank correlation analysis to examine the relationship between variables X and Y. Hypothesis testing was conducted at a significance level of 0.05, with decision-making criteria based on the significance value ( $p < 0.05$  indicates a significant relationship).

## RESULTS AND DISCUSSION

This research was conducted from February 1–11, 2026, involving 247 students active in student organizations at the Universitas Pendidikan Indonesia, Sumedang Regional Campus. Data were collected through online questionnaires distributed to members of various campus organizations. This section presents the results of data analysis, including descriptive findings on student organizational involvement and motivation for physical activity, prerequisite tests, and correlation analysis to determine the strength and direction of their relationships. Each result is discussed by linking it with relevant theories of student engagement and motivation to provide a clearer understanding of the meaning and implications of the relationship within student organizational life. The analysis begins by describing each research variable to methodically answer the research questions. The first question focuses on the level of student involvement in student organizations. Findings from the descriptive statistical analysis indicate that student activity levels generally range from high to very high. The tendency of respondents' assessments indicating active participation in meetings, involvement in work programs, and contributions to organizational activities further clarifies this. These results indicate that most respondents participate in campus organizational activities at a relatively high level.

Students' motivation for physical activity was the subject of the second question. Students' motivation for physical activity was classified as

moderate to high based on descriptive analysis. Although most respondents recognized the value of fitness and health, not all of them demonstrated strong internal motivation to participate regularly in physical activity. Extrinsic motivations, including social support or recognition, tended to be less dominant than indicators of intrinsic motivation, such as the need to maintain health and fitness.

Because the data is not normally distributed, it shows a significance value of  $0.000 < 0.05$ , the Spearman Rank correlation test between the variables of student activity in organizations (X) and motivation for physical activity (Y) shows a significance value of  $0.001 < 0.05$ , based on the findings of data analysis conducted using the SPSS program on 247 respondents of active student organizations at the Universitas Pendidikan Indonesia, Sumedang Regional Campus. According to the recognized criteria for hypothesis testing,  $H_a$  is accepted and  $H_0$  is rejected if the significance value (Sig.) is less than 0.05. Although statistically significant, the correlation coefficient (r) value found is included in the very low category of 0.210 when assessing the strength of the association, meaning that the variables do not show substantial closeness. Thus, it can be concluded that statistically there is a relationship, but the relationship is very weak and does not show a significant influence in a practical context.

**Table 1.** Descriptive Statistics of Student Activeness Variables in Organizations

| Variables | N   | Mean  | Standard Deviation | Category  |
|-----------|-----|-------|--------------------|-----------|
| X         | 247 | 32,71 | 5,23               | Very High |

The mean score of 32.71 indicates that students are generally Very highly organized. The majority of students had a very consistent level of involvement in organizational activities, as indicated by the standard deviation of 5.23, indicating that fluctuations in respondents' responses were generally moderate.

The categories of student activity levels and physical activity motivation were determined based on a total score range of 1 to 40, which was then divided into five categories with equal intervals. Based on this division, scores of 1–8 were categorized as very low, scores of 9–16 as low, scores of 17–24 as moderate, scores of 25–32 as high, and scores of 33–40 as very high. This categorization was used to facilitate the interpretation of the results of the descriptive analysis in describing the trends in the levels of each research variable.

**Table 2.** Descriptive Statistics of Student Motivation Variables for Physical Activity

| Variables | N   | Mean  | Standard Deviation | Category |
|-----------|-----|-------|--------------------|----------|
| Y         | 247 | 25,17 | 6,53               | High     |

Students' motivation for physical activity was low, as indicated by their mean score of 25.17. Compared to the organizational activity measure, the standard deviation of 6.53 indicated a slightly larger variation in responses. This suggests that although students actively participate in groups, they are not yet highly motivated to engage in physical activity.

Because the data were not normally distributed (the significance value of the normality test was  $< 0.05$ ), the Spearman's rank sum test was used to conduct a correlation analysis between student organizational activity and physical exercise motivation. The two variables exhibited a substantial relationship, according to the test results.

**Table 3.** Results of Spearman Rank Correlation Test

| Variables | r     | Sig. (2-tailed) | Category                       |
|-----------|-------|-----------------|--------------------------------|
| x with y  | 0,210 | 0,001           | Significant (Low Relationship) |

A statistically significant correlation between student organization activity and enthusiasm for physical activity is indicated by a significance value of 0.001, which is less than 0.05. However, the relatively weak relationship between the two variables is indicated by a correlation value of 0.210, which is in the low category. This result indicates that although there is a statistical correlation, there is no strong substantive relationship.

**Table 4.** Coefficient of Determination

| r     | r <sup>2</sup> | Coefficient of Determination (%) | Interpretation        |
|-------|----------------|----------------------------------|-----------------------|
| 0,210 | 0,044          | 4,4 %                            | Very Low Contribution |

Student organizational activities accounted for only 4.4% of the variation in physical activity motivation, according to a coefficient of determination of 4.4%; the remaining 95.6% was influenced by variables not included in this study. This suggests that internal factors such as health awareness, self control, and competency demands, as well as external factors such as the campus social and cultural environment, have a

greater influence on students' motivation to engage in physical activity.

The concept of student engagement, which states that students' sense of responsibility and self-awareness, including regarding physical health, increases with their level of involvement in campus activities, makes this finding interesting (Ma et al., 2026). However, research findings suggest that organizational involvement does not always result in significant increases in physical activity motivation. According to Self-Determination Theory, when the needs for relatedness, competence, and autonomy are met, intrinsic motivation emerges (Ryan, 2023). These needs may be met in the social and leadership spheres of student organizations, but may not always be internalized as actions that improve physical well-being.

The study's findings indicate that, although statistically significant, there is a relatively small correlation between student organizational involvement and enthusiasm for physical activity (Orhan et al., 2025). Theoretically, student organizational involvement should be positively related to self-awareness, personal accountability, and effective self-management skills, including maintaining physical health, making this finding interesting (Xu & Chan, 2017).

Alexander Astin's Student Engagement Theory states that students' academic, social, and personal growth will be enhanced through their participation in school activities (Hako et al., 2024). Astin emphasized that students' personal growth, including their sense of responsibility for their own well-being, increases with their level of involvement. Similarly, Ernest T. Pascarella and Patrick T. Terenzini discuss how organizational experiences can shape students' social responsibility, leadership, and character in their College Impact Model theory (Kim & Holyoke, 2022). Conceptually, students involved in organizations should be more aware of the importance of health as a resource for long-term productivity.

However, the findings of this study do not fully align with this theoretical paradigm. The weak relationship suggests that participation in an organization does not always translate into increased enthusiasm for physical activity. Self-Determination Theory, which states that intrinsic motivation arises when demands for autonomy, competence, and relatedness are met, may help explain this (Meng & Liu, 2026). Demands for competence and autonomy within student groups may be met in the areas of social interaction and leadership, but may not always be internalized in the area of physical health.

Furthermore, time for physical activity may be limited by busy organizational schedules, including committees, meetings, work programs, and off-site events (Safi et al., 2022). While they may cognitively recognize the value of exercise, students may not have the time or stamina to actually engage in it. Given that students must balance their personal, organizational, and academic needs, this situation suggests role stress.

Therefore, the conclusion of this study suggests that organizational involvement should be viewed as a means to encourage group exercise habits, as well as a venue for social and leadership development (Prochnow et al., 2022).

## CONCLUSION

The results showed a statistically significant ( $0.001 < 0.05$ ) but weak correlation between student participation in formal groups and motivation for physical activity. This suggests that, despite the statistical correlation, organizational activities have not significantly increased students' motivation for physical activity.

Student engagement theory, which posits that organizational involvement can increase responsibility and overall self-awareness, is not entirely consistent with these findings. In this context, the importance of physical health as a human need has not been fully understood through organizational involvement. Therefore, to create a balance between students' holistic development, it is necessary to integrate organizational activities with systematic activity habits.

In addition to offering practical contributions for student organization administrators in developing policies that better focus on student physical well-being, this study expands the conceptual understanding of the relationship between student organizations and health behaviors.

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