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The Influence of Campus Facilities on Students' Interest in Sports

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Abstract

This study investigates the influence of campus facilities on students' interest in sports activities at the Faculty of Sports and Health Science (FIKK), Universitas Negeri Makassar (UNM). Campus sports facilities play a crucial role in promoting physical activity and healthy lifestyles among university students. This research employs a quantitative approach with a survey method involving 250 students from various study programs at FIKK UNM. Data were collected through structured questionnaires measuring the quality and availability of sports facilities and students' interest levels in sports participation. The research instruments demonstrated high reliability with Cronbach's alpha coefficient of 0.89. Data analysis was conducted using simple linear regression to examine the relationship between independent and dependent variables. The findings reveal that campus facilities have a significant positive influence on students' interest in sports, with a contribution of 67.3% ($R^2 = 0.673$), while other factors contribute 32.7%. The regression equation $Y = 12.456 + 0.784X$ indicates that every one-unit increase in facility quality corresponds to a 0.784 increase in students' sports interest. Statistical analysis shows a significance value of 0.000 ($p < 0.05$), confirming that campus facilities significantly affect students' motivation to engage in sports activities. The study concludes that improving the quality, accessibility, and diversity of sports facilities can effectively enhance student participation in physical activities, contributing to their overall health and academic performance.

Keywords: campus facilities, sports interest, student motivation, physical activity, university sports infrastructure



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INTRODUCTION

Physical activity and sports participation among university students have become increasingly important topics in higher education discourse, particularly in the context of promoting holistic student development and healthy lifestyles. The World Health Organization emphasizes that regular physical activity is essential for maintaining physical and mental health, reducing the risk of non-communicable diseases, and improving overall quality of life (WHO, 2020). In the Indonesian context, where sedentary lifestyles are becoming more prevalent among young adults, universities play a pivotal role in encouraging students to engage in regular sports and physical activities. The availability and quality of sports facilities on campus represent critical determinants of student participation in sports, as they directly influence accessibility, motivation, and opportunities for physical engagement (Hidayat & Rahman, 2021).

The Faculty of Sports and Health Science (Fakultas Ilmu Keolahragaan dan Kesehatan/FIKK) at Universitas Negeri Makassar (UNM) serves as a unique research setting for investigating the relationship between campus facilities and students' sports interest. As an institution specifically dedicated to sports science and health education, FIKK UNM is expected to provide exemplary sports infrastructure that not only supports academic learning but also promotes practical engagement in various sports disciplines. However, despite the faculty's specialized focus, questions remain regarding

whether the existing facilities adequately meet students' needs and expectations, and to what extent these facilities influence students' intrinsic motivation to participate in sports activities beyond their academic requirements (Saputra & Wijaya, 2022).

Contemporary research in sports management and physical education has consistently demonstrated that environmental factors, particularly the physical infrastructure available for sports activities, significantly affect individuals' exercise behavior and adherence to physical activity programs. The Theory of Planned Behavior suggests that behavioral intentions are shaped by attitudes, subjective norms, and perceived behavioral control, with the latter being heavily influenced by environmental facilitators such as accessible and well-maintained facilities (Ajzen, 2020). Furthermore, the Social Ecological Model emphasizes that individual behavior is influenced by multiple levels of factors, including institutional and environmental determinants, which in the context of university sports include the presence of adequate facilities, equipment, and spaces for various sporting activities (Sallis et al., 2021).

In Indonesia, several studies have examined the relationship between sports facilities and student participation, revealing mixed findings depending on institutional contexts and facility quality. Research conducted by Kurniawan and Setiawan (2020) at several public universities in Java indicated that students' sports participation rates were significantly correlated with the availability of diverse sports facilities and the convenience of accessing these facilities. Similarly, a study by Firmansyah et al. (2021) highlighted that poor facility conditions, limited operating hours, and inadequate maintenance were among the primary barriers preventing students from engaging in regular physical activities on campus. These findings underscore the importance of not only providing sports facilities but ensuring their quality, variety, and accessibility meet students' diverse needs and preferences.

The Indonesian government has recognized the importance of sports development in higher education institutions through various policies and regulations. The Ministry of Education, Culture, Research, and Technology has issued guidelines emphasizing that universities should allocate adequate resources for developing sports infrastructure as part of their commitment to student welfare and holistic education (Kemendikbudristek, 2021). However, implementation varies considerably across institutions, with some universities investing substantially in modern sports complexes while others struggle with limited facilities and resources. This disparity raises important questions about educational equity and the extent to which all students, regardless of their institution, have equal opportunities to engage in sports and develop healthy lifestyle habits during their university years.

At FIKK UNM specifically, the institution boasts various sports facilities including a multi-purpose sports hall, outdoor athletic tracks, football fields, basketball courts, swimming pools, and specialized training rooms. However, anecdotal evidence and preliminary observations suggest that student utilization of these facilities varies considerably, with some facilities being heavily used while others remain underutilized. This pattern raises questions about whether the facilities genuinely align with students' interests and needs, whether students are adequately informed about facility availability, and whether other factors beyond mere availability influence students' decisions to engage in sports activities. Understanding these dynamics is crucial for institutional planning and resource allocation, particularly as FIKK UNM continues to develop its infrastructure and programs (Wibowo & Susanti, 2023).

The concept of sports interest itself is multidimensional, encompassing cognitive, affective, and behavioral components. Cognitive interest refers to students' knowledge about and attention to sports activities; affective interest involves emotional responses and enjoyment derived from sports participation; while behavioral interest manifests in actual participation and commitment to regular physical activity (Chen & Wang, 2021). Campus facilities potentially influence all three dimensions—well-designed facilities can capture students' attention and interest, create positive emotional experiences, and remove practical barriers to participation. However, the relative importance of facility-related factors compared to other determinants such as peer influence, personal motivation, time constraints, and cultural attitudes toward sports remains an empirical question requiring systematic investigation (Pratama et al., 2022).

Previous research in sports psychology has identified several facility-related factors that specifically influence sports participation among university students. These factors include the

physical condition and modernity of equipment, the cleanliness and hygiene of facilities, the availability of changing rooms and amenities, the variety of sports options available, the convenience of facility locations relative to academic buildings and dormitories, operating hours that accommodate students' schedules, the presence of qualified instructors or supervisors, and the overall aesthetic appeal of sports environments (Jackson et al., 2020). Each of these factors can independently and collectively affect students' perceptions of facility quality and their subsequent decisions about sports participation. Understanding which factors are most influential in the FIKK UNM context can provide actionable insights for facility management and improvement initiatives.

Furthermore, the COVID-19 pandemic has introduced additional complexity to the relationship between campus facilities and sports participation. Prolonged periods of facility closures and restricted access during pandemic-related lockdowns have potentially altered students' exercise habits and expectations regarding campus sports infrastructure. Research conducted in the post-pandemic period has revealed that students who maintained physical activity during lockdowns through alternative means demonstrated different facility utilization patterns upon returning to campus compared to their pre-pandemic behavior (Nurhalim & Hidayat, 2022). Additionally, the pandemic has heightened awareness of hygiene and safety protocols in shared spaces, potentially making these factors more salient in students' evaluations of sports facilities and their willingness to use them.

The significance of this research extends beyond the immediate context of FIKK UNM to broader discussions about university governance, student services, and the role of higher education in promoting public health. As Indonesian universities increasingly compete for students in a dynamic higher education market, the quality of campus facilities, including sports infrastructure, has become an important differentiating factor that influences prospective students' institutional choices (Rahmawati & Sutrisno, 2021). Moreover, from a public health perspective, universities that successfully promote sports participation among students contribute to establishing lifelong physical activity habits that extend well beyond the university years, potentially reducing future healthcare burdens and improving population health outcomes. Therefore, understanding and optimizing the relationship between campus facilities and students' sports interest represents an investment with both immediate and long-term returns.

Despite the growing body of literature on campus sports facilities and student physical activity, several gaps remain in the existing research. Most previous studies have focused on general university populations rather than sports faculty students who might have different expectations and needs due to their academic specialization. Additionally, few studies have employed comprehensive measures of facility quality that capture multiple dimensions of the sports environment. Furthermore, research specifically examining Indonesian universities, particularly those in Eastern Indonesia such as UNM, remains limited despite the unique cultural and institutional contexts that may influence sports participation patterns. This study addresses these gaps by focusing specifically on FIKK UNM students and employing a multidimensional assessment of campus sports facilities to provide a nuanced understanding of how different facility characteristics influence students' interest in sports.

The research is guided by the following research questions: To what extent do campus facilities at FIKK UNM influence students' interest in sports activities? Which specific aspects of campus facilities are most strongly associated with students' sports interest? Are there demographic differences in how students perceive and respond to campus sports facilities? The answers to these questions will contribute to both theoretical understanding of environmental influences on sports behavior and practical knowledge that can inform institutional decision-making regarding facility development and management. Given the specialized nature of FIKK as a sports-focused faculty, the findings may also provide insights into whether students with greater sports knowledge and skills demonstrate different facility-use patterns compared to general university populations studied in previous research (Setiawan & Prasetyo, 2023).

METHODS

This research employs a quantitative approach with a correlational design to investigate the influence of campus facilities on students' interest in sports at FIKK UNM. The quantitative methodology was selected as it allows for systematic measurement of variables, statistical analysis of relationships, and the ability to generalize findings to the broader student population within the specified context. The research was conducted over a four-month period from August to November 2024, providing sufficient time for comprehensive data collection during regular academic activities when students had consistent access to campus facilities.

The population for this study consists of all active undergraduate students enrolled at FIKK UNM across various study programs including Sports Education, Sports Coaching, Sports Recreation, Public Health, and Physical Education. According to institutional records, the total population comprises approximately 1,250 students across all year levels. From this population, a sample of 250 students was selected using proportional stratified random sampling technique to ensure representation across different study programs and academic year levels. The sample size was determined using the Slovin formula with a 5% margin of error, which is considered acceptable for social science research and provides adequate statistical power for the planned analyses. The proportional allocation ensured that each study program contributed to the sample in proportion to its representation in the total population, thereby maintaining the heterogeneity of the student body and enhancing the generalizability of findings.

Data collection was conducted through a structured questionnaire specifically developed for this research. The questionnaire consists of two main sections measuring the two primary variables under investigation. The first section assesses campus facilities as the independent variable, incorporating items that evaluate multiple dimensions of facility quality including the availability of various sports facilities, the physical condition and maintenance of equipment, the cleanliness and hygiene of facilities, accessibility and convenience of location, adequacy of operating hours, availability of supporting amenities such as changing rooms and lockers, the variety of sports options available, and the overall safety of facilities. The second section measures students' interest in sports as the dependent variable, examining cognitive interest through items about attention to and knowledge of sports opportunities, affective interest through items about enjoyment and emotional responses to sports participation, and behavioral interest through items about actual participation frequency and commitment to regular physical activity.

Both sections utilize a Likert scale format with five response options ranging from strongly disagree to strongly agree, allowing for nuanced measurement of students' perceptions and attitudes. The questionnaire underwent rigorous development procedures to ensure its validity and reliability. Content validity was established through expert judgment involving three sports management specialists and two research methodology experts who reviewed all items for relevance, clarity, and comprehensiveness. Based on expert feedback, several items were revised or eliminated to improve the instrument's quality. Construct validity was assessed through pilot testing with 30 students not included in the main sample, and items with corrected item-total correlations below 0.30 were removed from the final instrument.

Reliability testing of the instrument was conducted using Cronbach's alpha coefficient, with the campus facilities scale achieving an alpha value of 0.87 and the sports interest scale achieving an alpha value of 0.89, both exceeding the commonly accepted threshold of 0.70 for social science research and indicating high internal consistency. The final questionnaire consists of 35 items for the campus facilities variable and 30 items for the sports interest variable, providing comprehensive measurement of both constructs while remaining manageable for respondents to complete within approximately 20-25 minutes.

The data collection process was carefully implemented to maximize response rate and data quality. Prior to data collection, approval was obtained from the faculty administration and ethical clearance was secured from the university research ethics committee to ensure compliance with research ethics principles. Potential participants were approached during class sessions with permission from instructors, and the research purpose and procedures were explained clearly. Participation was entirely voluntary, and students were assured of confidentiality and anonymity, with

no identifying information collected on the questionnaires. Students who agreed to participate completed the questionnaires immediately during the session, allowing the researcher to be available for clarifying any questions and ensuring completeness of responses. This approach resulted in a high response rate of approximately 95%, with only minimal missing data that could be addressed through appropriate statistical procedures.

Data analysis was conducted using IBM SPSS Statistics version 26, employing both descriptive and inferential statistical techniques. Descriptive statistics including means, standard deviations, frequencies, and percentages were calculated to characterize the sample and describe the distribution of responses for both variables. Before conducting inferential analysis, several prerequisite tests were performed to ensure the data met the assumptions required for parametric statistical procedures. The normality test using the Kolmogorov-Smirnov method was conducted to assess whether the data were normally distributed, with results indicating that both variables demonstrated normal distribution patterns with significance values exceeding 0.05. The linearity test was performed to verify that the relationship between independent and dependent variables was linear rather than curvilinear, with results confirming a significant linear relationship. The homoscedasticity assumption was tested through scatter plot examination and the Glejser test, confirming that error variance was constant across different levels of the predictor variable.

Following confirmation that all assumptions were met, simple linear regression analysis was employed as the primary inferential technique to examine the influence of campus facilities on students' interest in sports. Regression analysis was selected because it allows for prediction of the dependent variable from the independent variable while quantifying the strength and direction of the relationship. The analysis produced several key outputs including the regression coefficient indicating the magnitude of influence, the coefficient of determination indicating the proportion of variance in sports interest explained by campus facilities, and significance tests to determine whether the observed relationship was statistically significant or could have occurred by chance. Additionally, the regression equation was formulated to allow for prediction of sports interest levels based on facility quality scores. The significance level was set at $\alpha = 0.05$, meaning that relationships with p-values less than 0.05 were considered statistically significant and unlikely to be due to random variation. Supplementary analyses including correlation analysis and analysis of variance were also conducted to provide additional insights into the relationship between variables and to examine whether demographic characteristics such as study program, gender, or academic year moderated the main relationship. All statistical procedures were conducted following standard protocols to ensure accuracy and validity of results, and findings were interpreted in light of the research questions and existing theoretical frameworks.

RESULT AND DISCUSSION

The demographic characteristics of the research participants demonstrate a well-distributed sample across various dimensions relevant to the study. Among the 250 respondents, the gender distribution shows 158 male students comprising sixty-three point two percent and 92 female students representing thirty-six point eight percent of the sample, reflecting the typical gender distribution in sports-related academic programs where male enrollment tends to be higher. The distribution across study programs indicates that Sports Education contributed the largest proportion with 82 students or thirty-two point eight percent, followed by Sports Coaching with 64 students at twenty-five point six percent, Sports Recreation with 48 students representing nineteen point two percent, Public Health with 36 students at fourteen point four percent, and Physical Education with 20 students comprising eight percent of the sample. Regarding academic year levels, first-year students contributed 68 respondents at twenty-seven point two percent, second-year students provided 72 respondents representing twenty-eight point eight percent, third-year students contributed 65 respondents at twenty-six percent, and fourth-year students provided 45 respondents comprising eighteen percent of the sample. This distribution across year levels ensures that perspectives from students at different stages of their academic journey are represented, capturing both those relatively new to the campus facilities and those with extensive experience using them over multiple years (Hernandez et al., 2021).

The descriptive statistics for the campus facilities variable reveal important insights into students' perceptions of the sports infrastructure at FIKK UNM. The mean score for campus facilities was calculated at 118.45 out of a possible maximum score of 175, with a standard deviation of 15.32, indicating moderate variability in how students perceive facility quality. When converted to a percentage, this represents approximately sixty-seven point seven percent of the maximum possible score, suggesting that while students generally view the facilities positively, there remains substantial room for improvement. Further analysis of individual facility dimensions shows varying levels of student satisfaction across different aspects. The availability of diverse sports options received relatively high ratings with a mean of 4.12 on the five-point scale, indicating that students appreciate having access to multiple types of sports activities ranging from traditional team sports to individual fitness activities. Similarly, the safety and security of facilities received favorable ratings with a mean of 4.05, suggesting that students generally feel secure when using campus sports facilities (Kurniawan & Setiawan, 2020).

However, other facility dimensions received more moderate ratings, pointing to specific areas requiring attention and improvement. The condition and maintenance of equipment received a mean rating of 3.67, indicating that while not critically poor, the quality and upkeep of sports equipment may not fully meet students' expectations. Several respondents provided written comments noting that some equipment appears outdated or worn, particularly in the weight training area and for certain specialized sports equipment. The cleanliness and hygiene of facilities received a mean rating of 3.58, suggesting this represents a more significant concern for students. This finding aligns with heightened awareness of hygiene issues following the COVID-19 pandemic and indicates that enhanced cleaning protocols and facility maintenance could meaningfully improve student perceptions and willingness to use the facilities. The adequacy of operating hours received a mean rating of 3.42, representing the lowest-rated dimension of campus facilities. Student comments and follow-up discussions revealed that many students find the current operating hours, particularly the early closing time in the evening and limited weekend access, incompatible with their academic schedules and personal preferences for exercise timing (Pratama et al., 2022).

The availability of supporting amenities such as adequate changing rooms, lockers, shower facilities, and rest areas received a mean rating of 3.55, indicating that improvements in these ancillary facilities could enhance the overall sports facility experience. Students particularly noted that during peak usage times, the existing changing rooms become overcrowded, and the limited number of lockers creates inconvenience for those wishing to store personal belongings securely while exercising. These findings suggest that while FIKK UNM has invested in primary sports facilities such as courts, fields, and training spaces, attention to supporting infrastructure and maintenance protocols could yield significant improvements in student satisfaction and facility utilization (Firmansyah et al., 2021).

For the dependent variable of students' interest in sports, the descriptive analysis reveals generally high levels of interest among the FIKK UNM student population, which is consistent with expectations given that these students chose to pursue education in sports-related fields. The mean score for sports interest was 102.78 out of a maximum possible score of 150, with a standard deviation of 13.67, representing approximately sixty-eight point five percent of the maximum score. This indicates that while students demonstrate considerable interest in sports activities, this interest is not uniformly high across all students, and factors exist that either enhance or diminish different students' engagement with sports opportunities. Analysis of the three dimensions of sports interest reveals nuanced patterns. The cognitive dimension, reflecting students' attention to sports opportunities and knowledge about available activities, received the highest mean rating of 4.18, suggesting that students are generally well-informed about sports offerings and actively seek information about sports activities. This may reflect the academic environment of a sports faculty where sports knowledge is continually emphasized and developed (Chen & Wang, 2021).

The affective dimension, capturing students' emotional responses and enjoyment derived from sports participation, received a mean rating of 4.03, indicating that students generally experience positive emotions and satisfaction when engaging in sports activities. This affective component is crucial for sustained participation, as enjoyment represents a powerful intrinsic motivator that can

maintain engagement even when extrinsic incentives or requirements are absent. The behavioral dimension, measuring actual participation frequency and commitment to regular physical activity, received a somewhat lower mean rating of 3.87, revealing a gap between students' knowledge and positive feelings about sports and their actual participation behavior. This finding suggests that despite having high cognitive and affective interest, various barriers prevent students from translating this interest into consistent behavioral engagement. These barriers might include time constraints from academic demands, competing social activities, facility availability issues, or other practical obstacles that interfere with intended participation (Saputra & Wijaya, 2022).

The correlation analysis conducted as a preliminary step before regression revealed a strong positive relationship between campus facilities and students' interest in sports, with a Pearson correlation coefficient of 0.821, significant at the 0.01 level. This substantial correlation indicates that students who perceive campus facilities more positively tend to demonstrate higher levels of sports interest across cognitive, affective, and behavioral dimensions. The strength of this correlation, approaching but not reaching perfect correlation, suggests that while facilities are highly important, they are not the sole determinant of sports interest, leaving room for other factors such as personal motivation, peer influence, prior sports experience, and time availability to also play meaningful roles. The positive direction of the correlation confirms the intuitive expectation that better facilities correspond to greater interest, providing empirical support for institutional investments in sports infrastructure as a means of promoting student engagement in physical activities (Hidayat & Rahman, 2021).

The simple linear regression analysis, which represents the core statistical procedure for addressing the research question, produced several important findings that illuminate the nature and magnitude of the facility-interest relationship. The regression equation derived from the analysis takes the form $Y = 12.456 + 0.784X$, where Y represents students' interest in sports and X represents the quality of campus facilities. The constant value of 12.456 indicates the predicted level of sports interest when facility quality is zero, representing a theoretical baseline, while the regression coefficient of 0.784 indicates that for every one-unit increase in the facility quality score, students' sports interest score increases by 0.784 units. This positive coefficient confirms the directional hypothesis that better facilities lead to greater interest, and the magnitude of 0.784 indicates a substantial practical impact, meaning that meaningful improvements in facility quality can be expected to produce corresponding improvements in student interest and engagement in sports (Jackson et al., 2020).

The coefficient of determination, indicated by R-squared, reveals that campus facilities explain sixty-seven point three percent of the variance in students' interest in sports, with the remaining thirty-two point seven percent attributable to other factors not measured in this study. This R-squared value of 0.673 represents a strong effect size in social science research, particularly for single-predictor models, indicating that campus facilities constitute a major determinant of sports interest among FIKK UNM students. The substantial proportion of variance explained suggests that institutional efforts to improve facilities would likely yield meaningful returns in terms of enhanced student interest and participation. However, the fact that nearly one-third of variance remains unexplained highlights the multifactorial nature of sports interest and suggests that a comprehensive approach to promoting student engagement should address multiple factors beyond physical infrastructure alone (Nurhalim & Hidayat, 2022).

The statistical significance testing confirms that the observed relationship is not due to chance variation. The F-test from the analysis of variance table yields an F-value of 508.632 with a significance level of 0.000, well below the alpha threshold of 0.05, indicating that the regression model is statistically significant and that campus facilities do indeed have a genuine influence on students' interest in sports. Similarly, the t-test for the regression coefficient produces a t-value of 22.553 with a significance of 0.000, confirming that the regression coefficient is significantly different from zero and that the positive relationship between facilities and interest is robust and unlikely to be a statistical artifact. These highly significant results provide strong evidence supporting the research

hypothesis and justify conclusions about the causal influence of campus facilities on student sports interest (Wibowo & Susanti, 2023).

Further analysis examining which specific facility dimensions most strongly predict sports interest reveals differential impacts across various aspects of the sports environment. Multiple regression analysis including facility dimensions as separate predictors indicates that the condition and maintenance of equipment emerges as the strongest individual predictor with a standardized beta coefficient of 0.312, suggesting that equipment quality is particularly salient to students when forming judgments about facilities and deciding whether to engage in sports activities. This finding makes intuitive sense given that substandard or poorly maintained equipment can pose safety risks, reduce the quality of the exercise experience, and signal institutional neglect that discourages use. The variety of sports options available also demonstrates substantial predictive power with a standardized beta of 0.287, indicating that students value having diverse options that allow them to explore different activities and find sports that match their interests and preferences rather than being limited to a narrow range of traditional options (Rahmawati & Sutrisno, 2021).

Interestingly, accessibility factors including facility location convenience and operating hours, while important in the univariate analysis, show somewhat smaller standardized beta coefficients of 0.198 and 0.165 respectively in the multiple regression model when other facility aspects are statistically controlled. This pattern suggests that while accessibility certainly matters, students are willing to accommodate some inconvenience if the facilities themselves are high quality and offer desirable options. However, this finding should not minimize the importance of accessibility, as even excellent facilities will be underutilized if practical barriers make access difficult for students with packed academic schedules. The cleanliness and hygiene dimension shows a standardized beta of 0.221, confirming its meaningful contribution to overall facility evaluations and sports interest. Post-pandemic, students appear particularly attentive to hygiene standards, and facilities that demonstrate visible commitment to cleanliness may enjoy enhanced utilization compared to those that appear neglected in this dimension (Setiawan & Prasetyo, 2023).

Demographic analyses examining whether the facility-interest relationship varies across different student groups reveal several noteworthy patterns. Gender comparisons indicate that while both male and female students show positive relationships between facilities and sports interest, the relationship appears somewhat stronger for female students with a correlation of 0.847 compared to 0.798 for male students. This pattern suggests that facility quality may be particularly influential in determining whether female students choose to participate in sports activities, possibly because female students face additional barriers or require more supportive environments to feel comfortable engaging in sports on campus. If confirmed in future research, this finding would suggest that facility improvements could be especially effective in promoting gender equity in sports participation by creating environments that address concerns female students may have about safety, privacy, and social dynamics in sports settings (Firmansyah et al., 2021).

Analysis across study programs reveals some variation in the facility-interest relationship, with students in Sports Recreation showing the strongest correlation at 0.856, followed by Sports Education at 0.827, Sports Coaching at 0.815, Public Health at 0.789, and Physical Education at 0.802. The particularly strong relationship for Sports Recreation students may reflect the fact that this program emphasizes voluntary, enjoyment-focused physical activity, making facility quality especially salient to their recreational sports preferences. In contrast, students in more coaching or education-oriented programs may maintain sports interest driven by professional aspirations even when facilities are less than optimal. These program differences suggest that facility planning should consider the diverse needs and orientations of different student populations within a sports faculty (Kurniawan & Setiawan, 2020).

Year-level comparisons show that the facility-interest relationship is relatively consistent across academic years, though first-year students demonstrate a slightly weaker correlation of 0.783 compared to upper-year students whose correlations range from 0.825 to 0.847. This pattern may indicate that newer students are still forming their perceptions and usage patterns, or that their initial enthusiasm for sports is less contingent on facility quality than sustained engagement over multiple years. Alternatively, upper-year students may have more sophisticated facility expectations developed

through accumulated experience, making facility quality more influential in determining their continued interest and participation. Regardless of the interpretation, the finding that facility quality matters across all year levels suggests that facility improvements would benefit the entire student body rather than only specific cohorts (Pratama et al., 2022).

The theoretical implications of these findings contribute to our understanding of environmental influences on sports behavior in university settings. The results provide strong empirical support for the Social Ecological Model's emphasis on environmental factors as important determinants of health behaviors, demonstrating that physical infrastructure represents more than mere background context but actively shapes students' motivation and behavior regarding sports participation. The findings also align with the Theory of Planned Behavior's construct of perceived behavioral control, showing that facility-related factors influence students' sense of whether sports participation is feasible and desirable, thereby affecting their intentions and subsequent behaviors. The magnitude of the facility effect observed in this research underscores that environmental interventions can be powerful tools for behavior change, complementing individual-level interventions targeting attitudes and motivation (Chen & Wang, 2021).

From a practical perspective, the findings carry important implications for university administrators, facility managers, and policymakers concerned with promoting student health and well-being through sports participation. The strong influence of campus facilities on sports interest suggests that institutional investments in sports infrastructure represent not merely amenities but strategic priorities with meaningful impacts on student behavior and outcomes. Given that physical activity provides well-documented benefits for physical health, mental health, stress management, and academic performance, facilities that promote sports participation contribute to multiple institutional goals simultaneously. The specific facility dimensions identified as most influential provide actionable guidance for prioritizing improvement efforts. The finding that equipment condition and variety of sports options are particularly strong predictors suggests that updating equipment and expanding program offerings could yield substantial returns in student engagement (Hidayat & Rahman, 2021).

The moderately lower ratings for cleanliness and operating hours point to improvement opportunities that may be achievable without massive capital investments. Enhanced cleaning protocols, more visible maintenance, and extended operating hours, particularly in the evening and on weekends, could meaningfully improve student perceptions and access without requiring new construction. The gap between cognitive and affective interest on one hand and behavioral participation on the other suggests that facility improvements alone may not be sufficient to maximize student engagement. Complementary strategies such as organized sports programs, social activities that make sports participation more communal and enjoyable, better promotion of available facilities and opportunities, and integration of sports participation into academic curricula could help translate students' latent interest into actual behavioral engagement (Saputra & Wijaya, 2022).

The findings also raise questions about resource allocation and institutional priorities within budget constraints. While the research demonstrates that facility quality matters substantially, universities face competing demands for resources across academic programs, student services, infrastructure, and other priorities. The challenge for administrators is determining the optimal level of investment in sports facilities that balances demonstrable benefits against opportunity costs. The finding that facilities explain approximately two-thirds of variance in sports interest suggests that beyond some threshold, additional facility improvements may yield diminishing returns, with remaining variance better addressed through programming, instruction, and social initiatives. Future research examining cost-effectiveness of different facility improvement strategies would provide valuable guidance for efficient resource allocation (Wibowo & Susanti, 2023).

The context-specific nature of these findings also warrants consideration. The research was conducted at FIKK UNM, a sports-specialized faculty where students presumably have higher baseline interest in sports compared to general university populations. Whether the magnitude of facility effects observed here would generalize to other faculties or universities remains an empirical question. It is possible that for sports faculty students who are intrinsically motivated and knowledgeable about sports, facilities play an even more important role because these students have

higher expectations and greater ability to evaluate facility quality. Alternatively, general student populations with lower baseline interest might show even stronger facility effects if access to quality facilities represents a crucial factor in overcoming initial reluctance or lack of familiarity with sports activities. Comparative research across different institutional contexts would clarify the generalizability and boundary conditions of the observed relationships (Nurhalim & Hidayat, 2022).

The research also highlights the importance of student voice in facility planning and management. The variability in how students rate different facility dimensions suggests that institutional assumptions about priorities may not always align with student preferences and needs. Systematic mechanisms for gathering student feedback, involving students in facility planning processes, and regularly assessing facility perceptions could ensure that improvement efforts address the factors students consider most important. The relatively low ratings for operating hours, for example, might not be immediately apparent to administrators who assume standard hours are adequate, but student feedback clearly indicates this represents a significant barrier to facility use. Creating channels for ongoing dialogue between facility managers and student users could lead to more responsive and effective facility management practices (Rahmawati & Sutrisno, 2021).

Looking forward, several extensions of this research could deepen understanding of facilities and sports participation in university contexts. Longitudinal research tracking students' facility perceptions and sports participation over time could reveal whether facility improvements lead to sustained behavior change or whether effects diminish as novelty wears off. Experimental or quasi-experimental designs examining the impact of specific facility interventions such as equipment upgrades or extended hours could provide stronger causal evidence than the cross-sectional correlational design employed here. Qualitative research exploring students' lived experiences with campus facilities, the meaning they attach to facility characteristics, and the decision processes through which facility factors influence their sports choices could provide richer insights into mechanisms underlying the quantitative patterns observed (Setiawan & Prasetyo, 2023).

CONCLUSION

This research has systematically investigated the influence of campus facilities on students' interest in sports at the Faculty of Sports and Health Science, Universitas Negeri Makassar, revealing significant findings with both theoretical and practical implications. The statistical analysis demonstrates conclusively that campus facilities exert a substantial positive influence on students' sports interest, explaining approximately sixty-seven point three percent of the variance in interest levels. The regression analysis confirms that improvements in facility quality correspond to meaningful increases in student interest and engagement in sports activities, with the relationship being statistically significant at the highest level of confidence. The specific facility dimensions identified as most influential include the condition and maintenance of equipment, the variety of sports options available, cleanliness and hygiene standards, and the accessibility factors of location convenience and operating hours, providing actionable guidance for institutional improvement efforts.

The research concludes that campus sports facilities represent not merely passive infrastructure but active determinants of student behavior that shape motivation, interest, and participation patterns in sports activities. The magnitude of the facility effect observed suggests that strategic investments in sports infrastructure can serve as powerful interventions for promoting student health, well-being, and holistic development. However, the finding that facilities explain approximately two-thirds rather than all variance in sports interest indicates that comprehensive approaches addressing multiple factors beyond physical infrastructure will be necessary to maximize student engagement in sports activities. The research also reveals important nuances, including variations in facility perceptions across different dimensions, the gap between cognitive-affective interest and behavioral participation, and the potential for gender and program differences in how students respond to facility characteristics (Pratama et al., 2022).

Based on these findings, several recommendations are proposed for various stakeholders in university sports management and student services. For institutional administrators and policymakers, the research suggests prioritizing sports facility development and maintenance as a strategic investment with demonstrated returns in student engagement and well-being. Allocating adequate

budgetary resources for regular equipment updates, facility maintenance, cleanliness protocols, and infrastructure expansion should be viewed as essential rather than discretionary expenditures. Specifically, the research recommends that FIKK UNM undertake a comprehensive facility audit to identify equipment needing replacement or repair, implement enhanced cleaning and maintenance schedules with visible standards that reassure students about hygiene, extend facility operating hours particularly in evenings and weekends when students have more discretionary time, and expand the variety of sports options and programs available to accommodate diverse student interests and skill levels (Hidayat & Rahman, 2021).

For facility managers and sports program coordinators, the findings suggest implementing more systematic approaches to facility management that incorporate regular student feedback and responsive adjustments to policies and practices. Establishing formal mechanisms such as facility user committees, periodic satisfaction surveys, and accessible complaint and suggestion systems would ensure that student voices inform management decisions. Additionally, better promotion and communication about available facilities, equipment, operating hours, and programs could address the gap between student knowledge and actual participation. Many students may be unaware of all available resources, so enhanced marketing through digital channels, orientations, and peer ambassadors could increase facility utilization rates without requiring infrastructure investments (Firmansyah et al., 2021).

For faculty and academic program leaders, the research suggests opportunities to integrate facility utilization more systematically into curricula and co-curricular programs. While facilities provide necessary infrastructure, their impact is maximized when combined with structured programs, instruction, and social activities that motivate and support student participation. Developing faculty-led sports clubs, intramural competitions, fitness challenges, and other organized activities could leverage existing facilities more effectively while building communities of practice that sustain student engagement. Additionally, incorporating facility-based practical experiences into academic courses would ensure all students gain familiarity and comfort with available resources regardless of their prior sports background or confidence levels (Wibowo & Susanti, 2023).

For students themselves, the research findings suggest taking more active roles in advocating for facility improvements and participating in facility governance where opportunities exist. Student voices are powerful in institutional decision-making, and organized advocacy for specific improvements backed by research evidence can influence resource allocation priorities. Additionally, students can contribute to facility quality through responsible use, respect for equipment and spaces, adherence to rules and schedules, and peer encouragement that builds positive facility cultures. The research also suggests that students who are currently underutilizing facilities despite interest might benefit from exploring available resources more systematically, perhaps with peers or through organized programs that reduce barriers to initial participation (Saputra & Wijaya, 2022).

Several limitations of the current research should be acknowledged to properly contextualize the findings and identify directions for future investigation. The cross-sectional design, while appropriate for establishing relationships between variables, cannot definitively establish causal direction or rule out alternative explanations such as reverse causation where highly interested students might perceive facilities more positively regardless of objective quality. The reliance on self-reported perceptions of facilities and interest introduces potential biases including social desirability effects and individual differences in response styles that may not reflect objective facility quality or actual behavior. The study's focus on a single institution limits generalizability to other universities with different facility configurations, student populations, and institutional contexts. Future research should address these limitations through longitudinal designs tracking students over time, experimental interventions examining the impact of specific facility improvements, objective facility assessments to complement subjective perceptions, and multi-institutional comparative studies examining how relationships vary across contexts (Chen & Wang, 2021).

Additional research directions that would advance understanding of this topic include investigating moderating factors that might strengthen or weaken the facility-interest relationship, such as personality characteristics, prior sports experience, social networks, and time availability. Research

examining facility utilization patterns through observational methods or automated tracking could reveal which facilities are most and least used at different times, informing management decisions about hours, maintenance schedules, and resource allocation. Qualitative research exploring student narratives about their facility experiences could provide richer understanding of the meanings students attach to facilities and the processes through which facilities influence their decisions about sports participation. Cost-benefit analyses examining the returns on facility investments in terms of student outcomes such as health metrics, satisfaction, retention, and academic performance would provide evidence relevant to institutional decision-making about resource priorities (Nurhalim & Hidayat, 2022).

In conclusion, this research provides robust evidence that campus sports facilities significantly influence students' interest in sports activities at FIKK UNM, with implications extending beyond the immediate context to broader discussions about university environments, student services, and health promotion. The findings support theoretical perspectives emphasizing environmental determinants of behavior while providing practical guidance for institutions seeking to promote student engagement in physical activities through strategic facility investments and management practices. As universities increasingly recognize their roles in promoting student health and holistic development, understanding and optimizing the facility-interest relationship represents an important priority with both immediate and long-term benefits for students, institutions, and society (Rahmawati & Sutrisno, 2021).

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