



STUDI LITERATUR: PENGARUH KURANGNYA MOTIVASI SISWA TERHADAP PERILAKU HIDUP SEHAT

LITERATURE STUDY: THE INFLUENCE OF STUDENT'S LACK OF MOTIVATION ON HEALTHY LIVING BEHAVIOR

Berri Situmorang^{1*}, Revi Susanti¹, Widya Arwita¹, Hasruddin¹,
Ely Djulia¹, Nor-Aida Askali²

¹Postgraduate Study Program in Biology Education, Universitas Negeri Medan, Indonesia

²College of Teacher Education, Western Mindanao State University, Philippines

*E-mail: berryisitumorang517@gmail.com

Abstract. Motivation for healthy living is an effort to achieve optimal physical and mental health levels. One of the factors of healthy living behavior is the existence of healthy living motivation in a person. Students who have been equipped or have healthy living motivation will consistently carry out a healthy lifestyle. This condition is because the student is already motivated to maintain their health. However, if the student is not motivated to implement a healthy lifestyle, it will not be easy to maintain a healthy lifestyle consistently. The research method used in this study was an online search or literature study, which obtained information and data by analyzing valid research articles from both national and international sources. The study results showed that five articles examined the influence of motivation and healthy living behavior. Thus, motivation and healthy living behavior have a significant influence. As explained, the tendency to act is based on the motive to achieve a high degree of healthy living, and that person must have high motivation. The results of this study are expected to provide insight for other researchers to conduct similar research.

Keywords: *Healthy living behavior, Literature study, Motivation*

Received: 16 December 2024 Revised: 17 January 2025 Accepted: 17 January 2025 Published: 30 March 2025

INTRODUCTION

The revolution and shifts that have occurred in today's society have decreased the importance of maintaining health, especially among students (Cahyani & Pertiwi, 2024; Isnaini & Rahayu, 2023). Current education should be aimed at paying great attention to student health, forming positive motivation for health maintenance activities (Alhodaib, 2022; Özbıçakçı & Salkim, 2024). Every student must maintain their health following the learning process obtained from school. Students who can implement a healthy lifestyle are strongly motivated to maintain healthy living behaviors daily (Ljubičić et al., 2022).

Positive motivation comes from within and positively impacts implementing a healthy lifestyle, such as maintaining food portions that are in accordance with balanced nutritional value, regular exercise, adequate rest, and habits that bring enthusiasm to maintain ideal body weight (Van Cappellen et al., 2018). However, what is currently happening is the habits of motivated students who are less aware of the importance of healthy living behavior. This phenomenon can be seen in the lifestyle of students today, who prefer fast food and drinks, lack exercise, and lack rest time.

Motivation is a mental state that is usually understood as a process that shapes a person's feelings and behavior to achieve a goal (Sudrajat et al., 2022). Motivation has the power to inspire individuals to pursue what they want. In the context of education, the role of

teachers is crucial in fostering student motivation, in addition to the influence of parents and the surrounding environment (Purba et al., 2023). Students who are motivated to learn tend to be more active and involved in the learning process than those who are less motivated to learn (Manurung & Anazifa, 2024). In this study, researchers discuss students' motivation toward healthy living behavior.

Healthy living behavior is also included in the learning materials that students get from school. Teachers always educate their students to apply a healthy lifestyle as a habit for their students. Biology and Physical Education are closely related subjects that motivate students to maintain their health. Biology Education is a science of learning related to the metabolic system, diseases, and how to prevent them in humans. Physical education is a form of learning that utilizes physical activity to develop and improve physical, mental, and emotional health. In the context of physical education, students not only learn cognitively but also psychomotorically (Lutfiani et al., 2021). To achieve good results, students must feel motivated so that the biology and physical education learning process can run well.

Health is the main capital that allows a person to carry out various daily activities (Qi et al., 2024). This activity includes physical, mental, and social well-being that supports each individual to live productively, socially, and economically. This concept of productivity means that each individual can contribute, whether through work or education. For students, productivity manifests in their abilities through achievements at school and in their surroundings (Bentsi-Enchill, 2024).

In this study, researchers discuss student motivation in maintaining health. Researchers determine the level of assessment of student motivation to maintain health. The first is the simplest level. When students do not see any meaning in health activities, they do not consider it necessary to live a healthy lifestyle and are careless about their health. The second level is when students feel the need to maintain their health and understand that health is the highest value in human life but do not pay relevant attention to a healthy lifestyle, leaving it for later. The last third level is when students carry out health maintenance activities, treat their health responsibly, have formed values, and maintain a healthy lifestyle. Based on the explanation above, this study aims to determine the effect of student motivation on implementing healthy lifestyle behavior.

METHOD

The research method used in this study is an online search or literature study. Researchers obtain information and data by analyzing valid research articles from national and international sources. Articles are searched in databases, or article reviews are carried out using the Google Scholar database and other trusted sources with publications in 2019-2024—a total of 5 articles consisting of three internationally indexed journals and two nationally accredited national journals. The research stages are shown in Figure 1. The content analysis was carried out to determine the research results contained in the article.

RESULTS AND DISCUSSION

Results

The article search results show five articles that match the criteria set by the researcher. The results of the analysis of each article are shown in Table 1.

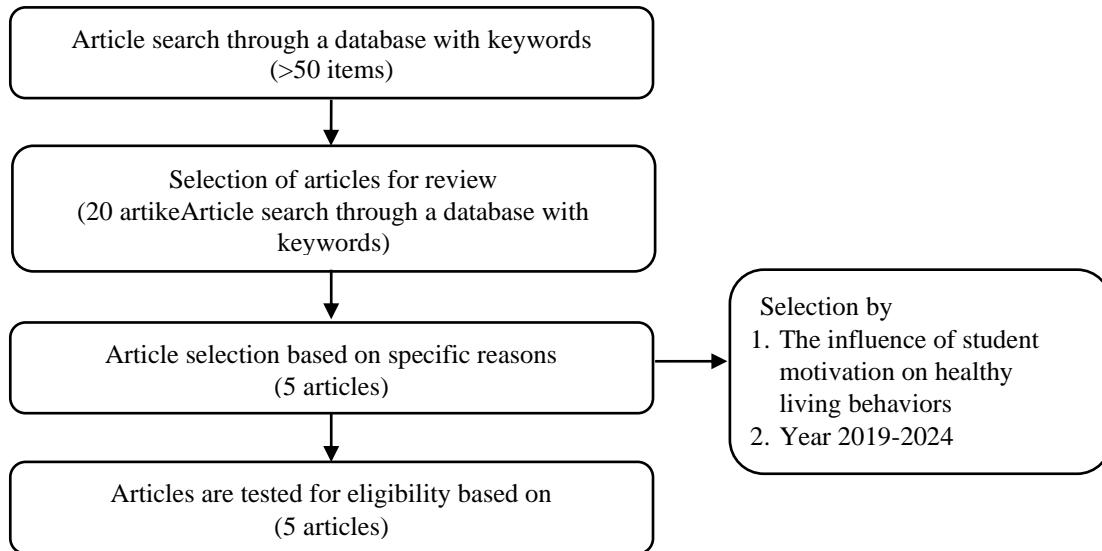


Figure 1. Article selection process

Table 1. Summary of research results of 10 journals analyzed

No.	Name of journal/ author/year	Research title	Research methods	Research results
1.	<i>Romanesca Journal for Multidimensional Education</i> (Shcherbak <i>et al.</i> , 2022)	<i>Increasing Students' Motivation for the Health- Preserving Activities</i>	Surveys and experiments	The study results showed that when entering higher education institutions, most first-year students have less motivation for health activities. Therefore, these results encourage the implementation of activities. Thus, as a result of classes and activities, there is an increase in student motivation in terms of health maintenance activities; students are aware of the value and importance of health and healthy lifestyles, their social and personal participation in health activities, feel satisfied with the orientation of health maintenance from the educational process. This result means that regardless of the student's specialization, it is necessary to do health-related work to the maximum with the student and motivate them towards the activity.
2.	<i>Maheza: Malahayati Health Student Journal</i> (Wicaksono <i>et al.</i> , 2023)	Pendidikan Kesehatan Gaya Hidup Sehat Dan Gizi Seimbang Dalam Mengoptimalkan Kesehatan Remaja: Studi Kasus	Case study design	The results of the evaluation of the implementation of health education showed a significant cognitive improvement among students. One factor contributing to the success of health education delivery is the use of group discussion methods, which have been proven to increase the effectiveness of material delivery.
3.	<i>International Journal of Environmental Research and Public Health</i> (Tao <i>et al.</i> , 2019)	<i>Associations between Self- Determined Motivation, Accelerometer- Determined Physical Activity, and Quality of Life in Chinese</i>	Survey	The results of this study show that perceived competence is essential when making decisions and choices related to physical activity and improving the quality of life of Chinese students. Additionally, it is important to develop strategies to motivate Chinese students to engage in physical activity. Lack of motivation to participate in physical activity can increase the risk of

No.	Name of journal/ author/year	Research title	Research methods	Research results
		<i>College Student</i>		depression, thus affecting their quality of life. Finally, support and interaction from friends and family members are important in motivating Chinese students to engage in physical activity and improve their ability to participate in social roles and activities.
4.	<i>Journal nutrients</i> (Valero <i>et al.</i> , 2019)	<i>Influence of Teaching Style on Physical Education Adolescents' Motivation and Health-Related Lifestyle</i>	Survey	This study seeks to analyze the relationship between teachers' role in relation to the PE (Physical Education) teaching environment's structural dimensions and adolescents' basic psychological needs and self-motivation as determinants of their behavior related to eating habits and physical activity exercises. The results showed that autonomy support positively predicted the three structural dimensions of the PE (Physical Education) class, while conversely, psychological controls negatively predicted them. Self-determined motivation positively predicts healthy eating habits and physical activity practices and negatively predicts unhealthy eating habits.
5.	<i>Jurnal Pena Edukasi</i> (Pongbura & Nurhayati, 2024)	Analisis Tingkat Motivasi Belajar Siswa <i>Overweight</i> Pada Pembelajaran Pendidikan Jasmani	Descriptive	Based on the results and discussions submitted, it was found that the level of motivation of students who are overweight in the overweight category at SMA Hang Tuah 2 Sidoarjo is still relatively low in participating in physical education learning.

Discussion

Student Motivation Concept

Motivation is anything that drives someone to take action. Motivation encourages us to try to do something beneficial to us. In addition, motivation can lead us to a goal so that we can get there. In general, it can be concluded that the purpose of motivation is to encourage or inspire individuals to have a desire or willingness to do something to achieve certain results or goals. According to Novianti (2020), motivation plays an important role in determining a person's perseverance in learning. When a child is motivated to learn, he will try to study the material well and diligently, hoping to achieve better results. In other words, motivation is a guide that directs actions toward achieving the desired goals. According to the description above, motivation is needed as a spur that moves someone. The function of this motivation is.

- Motivation plays an important role in encouraging individuals to act. Motivation acts as a driver, providing the energy and strength needed by a person to carry out various actions.
- In addition, motivation also helps determine the direction of our actions toward achieving goals or ideals. With motivation, we can avoid deviations that can hinder our journey towards our goals. The clearer the goal to be achieved, the clearer the path that must be taken to achieve it.
- Motivation also functions as a selection tool in determining which actions to take. It helps us focus on relevant and useful actions for achieving goals while setting aside actions that do not support those achievements (Suharni, 2021).

There are two types of motivation:

- a. Intrinsic motivation comes from within a person and reflects the desire to master certain skills, gain information and understanding, develop a positive attitude towards success, enjoy life, and the desire to be accepted by others.
- b. Extrinsic motivation arises from influences from outside the individual, such as gifts, praise, invitations, orders, or even coercion from others, which encourage individuals to take action ([Suryabrata, 2004](#)).

Several factors influence student motivation, which can be divided into two categories: internal factors and external factors. Internal factors include everything within the student, such as physical and mental condition, ideals and aspirations, individual abilities, and the attention given to them. On the other hand, external factors include influences from outside the student, such as teacher efforts, encouragement from parents, and the environmental conditions they face.

Healthy Living Behavior Among Students

Behavior is a series of activities or actions carried out by an organism. Meanwhile, healthy living is a lifestyle prioritizing physical, mental, and social health. Therefore, healthy living behavior can be defined as student activities focusing on maintaining a healthy lifestyle. Actions in healthy living behavior aim to prevent the emergence of disease, overcome health problems, improve health quality, utilize health services, and carry out necessary health efforts ([Jasmani, 2015](#)). Healthy living behavior refers to activities or habits carried out by a person to maintain and improve their health. The ideal image of healthy living behavior for students can be analyzed through the following points:

Eating behavior

The intended eating behavior refers to daily eating habits, which include the amount and quality of food consumed. Students should have breakfast before going to school. In addition, the quality of breakfast must also be considered, namely following four healthy and five perfect. Eating four healthy five perfect foods is a balanced nutritional intake for body health. By following a healthy diet, students are ready to carry out activities full of energy and fit.

According to [Cakrawati and Mustika \(2014\)](#), Consuming various types of food with balanced and safe nutrition is very important to meet individual nutritional needs, especially in growing and developing. Foods rich in nutrients are needed so that the growth process runs optimally. By consuming nutritious food regularly, children can grow healthily and achieve maximum learning achievement. Conversely, nutritional deficiencies can interfere with brain metabolism, which results in abnormal brain function ([Wuisang, 2021](#)).

Personal Hygiene

Personal hygiene is an action taken to maintain physical and mental health and continuity by caring for oneself. Personal hygiene, such as oral hygiene, can be done by brushing the teeth after eating and before bed. Bathing by cleaning dirt from the entire body using water and soap. Wash the scalp at least twice a week using shampoo to clean the scalp and hair. Meanwhile, clean the nails, wash the hands, and cut the nails once a week. The eyes, nose, and ears are the five senses used daily. Therefore, they must be kept clean ([Priyoto et al., 2021](#)).

Mental health

Mental health is an effort to develop and utilize the potential, talents, and characters owned to the maximum. The goal is to achieve pleasure, both for oneself and others, and to avoid mental disorders and illnesses. According to [Diananda \(2018\)](#), four main problems are

often faced by adolescents, namely juvenile delinquency, drug abuse, sexual problems, and challenges experienced at school, such as bullying and violence.

Physical activity

Physical activity refers to various actions involving body movement, which generate energy and contribute positively to physical and mental health. The purpose of this activity is to keep us healthy and fit. The activities referred to here include sports that are useful for physical fitness. In addition, although useful physical activities such as cooperation activities, cleaning Fridays, or carrying out class duties require energy, these are positive activities that build solidarity and responsibility.

Sexual behavior

Sexual behavior is an individual expression that reflects their efforts to achieve sexual satisfaction. This phenomenon can be done independently, with a partner of the opposite sex, or with the same sex. Acts of inappropriate sexual behavior must be guarded and strictly prohibited. This action needs to be given special attention to students so that they can maintain the dignity and purity of each individual. Adolescent sexual behavior can include kissing, hugging, watching pornographic videos, getting pregnant outside of marriage, touching genitals, holding hands, and others. Adolescent sexual behavior can have a significant impact on health, with potential problems such as unwanted pregnancy, infectious diseases, maternal and infant mortality, and abortion. To prevent unhealthy sexual behavior, schools and parents need to provide education about reproductive health and the possible impacts of sexual behavior.

Consumption of cigarettes, drinks, and illegal drugs

The habit of consuming cigarettes, drinks, and illegal drugs will have a bad impact on health. These three items are poisons that can lead to death at any time. Nowadays, more and more students consume them, making them a basic need because they are addicted to them. One of these illegal drugs is narcotics. Drug use has a significant negative impact on the physical health of the younger generation. Various types of illegal drugs can cause damage to organs of the body, including the liver, lungs, and brain. Although there is evidence to support the relationship between healthy living behaviors and students' academic achievement and quality of life, research results show that this relationship is not always consistent. Therefore, thinking about what is involved in healthy living behaviors and academic achievement is necessary. Further research is needed to explore this interaction more deeply and identify effective strategies for promoting healthy living behaviors among students.

The influence of student motivation on the implementation of healthy lifestyle behavior

Implementing healthy living behavior and motivation significantly impacts the final stage of the practice. Attitude reflects a person's readiness or willingness to act, while motivation is the drive and reasons underlying an individual's actions. According to [Izzati and Bestari \(2020\)](#), three factors influence a person to implement clean and healthy living behavior. First, predisposing factors include knowledge, attitudes, beliefs, values, motivation, education, age, and occupation. Second, enabling factors, namely the availability of health facilities and infrastructure. Finally, reinforcing factors are related to the attitudes and behavior of officers who function as community reference groups.

One of the key factors in healthy living behavior is the motivation to maintain health. Motivation to live a healthy life can be interpreted as an effort to achieve optimal physical and mental health. When this motivation is achieved, it becomes an advantage. Motivation to

live a healthy life can be understood as fulfilling two important needs: first, the need to achieve a high level of health, and second, the need to avoid failure in achieving a healthy lifestyle. Individuals with high achievement motivation usually have several characteristics, namely: 1) like work that demands maximum ability and effort from themselves; 2) actively participate in various activities that will be carried out; and 3) always want to know the results of the efforts they have made.

Students equipped or motivated to live a healthy life will consistently carry out a healthy lifestyle. This phenomenon is because the student has been taught to care for his body. However, if the student is not motivated to follow a healthy life, applying it will not be easy. This difference can be seen from one example: if a child behaves healthily before school, he will have breakfast that meets four healthy and five perfect. While children who do not behave healthily, these students rarely have breakfast and even eat unhealthy food in the school canteen.

Cultivating unhealthy eating habits, such as excessive consumption of fast food and junk food, as well as a food environment influenced by urbanization, are major factors in increasing body weight and obesity among school-age children. On the other hand, in adults, daily calorie intake, which mostly comes from carbohydrates, lipids, and sugary drinks, also contributes to the problem of overweight and obesity (Pongbura & Nurhayati, 2024). According to Aljassim (2021), children who spend much time in front of the screen, be it television or other electronic devices, tend to be less active and consume snacks more often. This condition causes calorie intake to increase while expenditure remains low (Apriyanti, 2021).

Students who maintain a healthy lifestyle already have a healthy living concept. The concept of a healthy life is a process that involves activity and potential, which can be summarized in two main statements: first, the strength related to a person's ability to carry out tasks and meet their needs; second, the strength to live itself. In other words, when a person can meet the needs of daily life, he will have a better chance of survival, driven by the hope of a brighter future. Meanwhile, according to Ahmadi (2022), every student is expected to be able to maintain health in the school environment, imitating the example shown by their teachers. Thus, the presence of teachers in schools is not only limited to teaching and education but also includes an important role as role models who provide positive examples for students.

The influence of teachers on students is very important. Against the background of the increase in some demographic indicators in recent years (fertility, life expectancy), the incidence of young people is surprising with its continued decline. The productive life of students is different from the work of workers and industrial employees. Students must adapt to new learning conditions and carry out educational and organizational work successfully. In the work of Tsyhanenko (2014), the formation of a student's healthy lifestyle motivation is achieved through the organization of the educational process according to the "competent graduate" model, which is aimed at the comprehensive development of the personality. Without proper motivation, no pedagogical technology will be successful, and healthcare activities will not be carried out effectively, so their implementation requires high interest. This means that teachers and students must understand why they are involved in certain activities and how they will benefit from them. The formation of motivation for educational activities of prospective teachers in current conditions needs to be considered (Shcherbak, 2021).

Thus, motivation and healthy living behavior have a significant influence. As explained, the tendency to act is based on motives. Therefore, strong motivation is needed from within the individual to achieve a healthy life. Thus, the need for a healthy life is one of the psychological needs that is highly dependent on a high motivational drive.

CONCLUSION

Based on the analysis of various studies exploring the influence of student motivation on implementing healthy living behavior, reviewed from several kinds of literature, it can be concluded that student motivation plays a very significant role in adopting a healthy lifestyle. Motivation itself is everything that drives individuals to act, intending to foster a desire or will in a person so that they can achieve certain results or goals. Students motivated to implement healthy living behavior tend to pay more attention to important aspects such as diet, personal hygiene, mental health, physical activity, and sexual behavior.

REFERENCES

- Ahmadi, A., Mawardi, E. A., Zainudin, Z. (2022). *The Relationship Between Motivation and Student Compliance in The Application of Clean and Healthy Living Behaviors*. 2(1), 214–219. <https://doi.org/10.36720/ickc.v2i1.524>
- Alhodaib, H. (2022). E-health literacy of secondary school students in Saudi Arabia. *Informatics in Medicine Unlocked*, 30, 100922. <https://doi.org/https://doi.org/10.1016/j.imu.2022.100922>
- Aljassim, H., & Jradi, H. (2021). Childhood overweight and obesity among the Saudi population: a case-control study among school children. *Journal of health, population, and nutrition*, 40(1), 15. <https://doi.org/10.1186/s41043-021-00242-1>
- Apriyanti, E. (2021). Hubungan antara Motivasi Hidup Sehat dengan Perilaku Bijak Mahasiswa Terhadap Lingkungan di Masa Pandemi Covid 19. *Journal of Educational Integration and Development*, 1(3), 2021. <https://doi.org/10.55868/jeid.v1i3.92>
- Bentsi-Enchill, F. (2024). Teachers' role and factors hindering Ghanaian high school students' academic performance using Walberg's educational productivity. *Cogent Education*, 11(1), 2393924. <https://doi.org/10.1080/2331186X.2024.2393924>
- Cahyani, D. N., & Pertiwi, K. R. (2024). DEVELOPMENT OF E-LKPD BASED ON PBL IN REPRODUCTIVE HORMONE MATERIAL TO INCREASE REPRODUCTIVE HEALTH LITERACY Danisa. *Jurnal Edukasi Biologi*, 10(2), 191–203. <http://dx.doi.org/10.21831/edubio.v10i2.21810>
- Cakrawati, D. & Mustika, N.H. (2014). *Bahan pangan, gizi, dan kesehatan*. Bandung: Alfabeta
- Diananda, Amita. (2018). Psikologi Remaja dan Permasalahannya. *Jurnal Pendidikan dan Pemikiran Islam*. 1(1). 113-133. <http://dx.doi.org/10.33853/istighna.v1i1.20>
- Isnaini, A. N., & Rahayu, T. (2023). PENGARUH PEMBELAJARAN BIOLOGI BERBASIS SOCIO SCIENTIFIC ISSUES (SSI) TERHADAP LITERASI KESEHATAN SISWA. *Jurnal Edukasi Biologi*, 9(2), 112–127. <http://dx.doi.org/10.21831/edubio.v9i2.19233>
- Izzati, W., & Bestari, D. (2020). Hubungan Sikap Dan Motivasi Dengan Penerapan Perilaku Hidup Bersih Dan Sehat (PHBS) Pada Keluarga. *Prosiding Seminar Kesehatan Perintis*, 3(2), 12-18. <https://www.jurnal.upertis.ac.id/index.php/PSKP/article/view/629>
- Jasmani, S.P., & Olahraga, F. I. (2015). *SURVEI PERILAKU HIDUP SEHAT SISWA-SISWI SMA / SMK DI KOTA SURABAYA Radin Purnama Wuni *, Faridha Nurhayati*. 1–7.
- Ljubičić, M., Sarić, M. M., Klarin, I., Rumbak, I., Barić, I. C., Ranilović, J., EL-Kenawy, A., Papageorgiou, M., Vittadini, E., Bizjak, M. Č., & Guiné, R. (2022). Motivation for health behaviour: A predictor of adherence to balanced and healthy food across different coastal Mediterranean countries. *Journal of Functional Foods*, 91, 105018. <https://doi.org/https://doi.org/10.1016/j.jff.2022.105018>
- Lutfiani, L., Saefuddin, A., & Rohaniawati, D. (2021). Penerapan Metode Simulasi untuk Meningkatkan Hasil Belajar Psikomotor Siswa Pada Mata Pelajaran Pendidikan

- Jasmani Olahraga dan Kesehatan (PJOK). *Edunesia: Jurnal Ilmiah Pendidikan*, 2(1), 55–64. <https://doi.org/10.51276/edu.v2i1.78>
- Manurung, H. P. O., & Anazifa, R. D. (2024). Development of Interactive E-LKPD Based on Guided Discovery Learning on Cell Material to Improve The Cognitive Understanding of Grade XI Students. *Jurnal Edukasi Biologi*, 10(2), 212–227. <http://dx.doi.org/10.21831/edubio.v10i2.22417>
- Novianti, C., Sadipun, B., & Balan, J. M. (2020). Pengaruh Motivasi Belajar Terhadap Hasil Belajar Matematika Peserta Didik. *Science, and Physics Education Journal (SPEJ)*, 3(2), 57–75. <https://doi.org/10.31539/spej.v3i2.992>
- Özbıçakçı, Ş., & Salkim, Ö. Ö. (2024). The predictors of mental health literacy among adolescents students. *Archives of Psychiatric Nursing*, 50, 1–4. <https://doi.org/https://doi.org/10.1016/j.apnu.2024.03.002>
- Pongbura, G.J. & Nurhayati, F. (2024). Analisis Tingkat Motivasi Belajar Siswa Overweight pada Pembelajaran Pendidikan Jasmani. *Jurnal Pena Edukasi*, 11(1), 40-49. <https://doi.org/10.54314/jpe.v11i1.1760>
- Priyoto, P., Putri, M. A., & Baroroh, A. (2021). PEMBERDAYAAN UKS (USAHA KESEHATAN SEKOLAH) UNTUK MEWUJUDKAN PERILAKU HIDUP BERSIH DAN SEHAT DI SMK ARROHMAH TEGAL REJO KABUPATEN MAGETAN. *Jurnal Bhakti Civitas Akademika*, 4(2), 35-41. <http://e-journal.lppmdianhusada.ac.id/index.php/jbca/article/view/182>
- Purba, B. P. W., Billah Afrianti, F. E. S., Nabilla, M., Adlini, M. N., & Rifda. (2023). PENGEMBANGAN VIDEO PEMBELAJARAN PADA MATERI SISTEM PERNAPASAN DI MADRASAH ALIYAH LABORATORIUM UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN. *Jurnal Edukasi Biologi*, 9(2), 90–97. <http://dx.doi.org/10.21831/edubio.v9i2.19893>
- Qi, J., Mazumdar, S., & Vasconcelos, A. C. (2024). Understanding the Relationship between Urban Public Space and Social Cohesion: A Systematic Review. *International Journal of Community Well-Being*, 7(2), 155–212. <https://doi.org/10.1007/s42413-024-00204-5>
- Shcherbak, I., Drozhyk, L., Boichuk, Y., Nizhevskaya, T., & Prokopenko, I. (2021). Increasing Students' Motivation for the Health-Preserving Activities. *Revista Romaneasca Pentru Educatie Multidimensionala*, 13(1), 247–261. <https://doi.org/10.18662/rrem/13.1/371>
- Sudrajat, A. K., Wiharyanti, R., Aulia, F., & Anggrella, D. P. (2022). Hubungan Faktor Demografi dengan Motivasi Menjadi Guru Sebagai Pilihan Karir: Self-Reported Survey. *Jurnal Tarbiyah*, 29(2), 356–366. <http://dx.doi.org/10.30829/tar.v29i2.1863>
- Suharni, S. (2021). Upaya Guru Dalam Meningkatkan Motivasi Belajar Siswa. *G-Couns: Jurnal Bimbingan Dan Konseling*, 6(1), 172–184. <https://doi.org/10.31316/g.couns.v6i1.2198>
- Sumarwati, M., Mulyono, W. A., Nani, D., Swasti, K. G., & Abdilah, H. A. (2022). Pendidikan Kesehatan tentang Gaya Hidup Sehat Pada Remaja Tahap Akhir. *Jurnal Abdimas BSI: Jurnal Pengabdian Kepada Masyarakat*, 5(1), 36–48. <https://doi.org/10.31294/jabdimas.v5i1.11354>
- Suryabrata, S. (2004). Psikologi pendidikan. Jakarta: PT Rajagrafindo Persada.
- Tao, K., Liu, W., Xiong, S., Ken, L., Zeng, N., Peng, Q., Yan, X., Wang, J., Wu, Y., Lei, M., Li, X., & Gao, Z. (2019). Associations between self-determined motivation, accelerometer-determined physical activity, and quality of life in chinese college students. *International Journal of Environmental Research and Public Health*, 16(16), 1–15. <https://doi.org/10.3390/ijerph16162941>
- Tsyhanenko I. V. (2014). Formuvannia motyvatsii zdorovoho sposobu zhyttiastudenta – maibutnoho likaria [Shaping a healthy lifestyle motivation of student- future doctors].

- Visnyk problem biolohii i medytsyny*, 3, 1(110), 371-374.
<https://cyberleninka.ru/article/n/formuvannya-motivatsiyi-zdorovogo-sposobu-zhittya-studenta-maybutnogo-likarya/viewer>
- Valero-Valenzuela, A., Merino-Barrero, J. A., Manzano-Sánchez, D., Belando-Pedreño, N., Fernández-Merlos, J. D., & Moreno-Murcia, J. A. (2020). Influence of Teaching Style on Motivation and Lifestyle of Adolescents in Physical Education. *Universitas Psychologica*, 19, 1–11. <https://doi.org/10.11144/Javeriana.upsy19.iedm>
- Van Cappellen, P., Rice, E. L., Catalino, L. I., & Fredrickson, B. L. (2018). Positive affective processes underlie positive health behaviour change. *Psychology & Health*, 33(1), 77–97. <https://doi.org/10.1080/08870446.2017.1320798>
- Wicaksono, E. R. T., Mulya, A. P., & Purnama, D. (2023). Pendidikan Kesehatan Gaya Hidup Sehat dan Gizi Seimbang Dalam Mengoptimalkan Kesehatan Remaja : Studi Kasus. *MAHESA: Malahayati Health Student Journal*, 3(8), 2561–2574. <https://doi.org/10.33024/mahesa.v3i8.10928>
- Wuisang, M. (2021). Hubungan Perilaku Hidup Sehat dengan Prestasi Akademik Mahasiswa di Asrama Universitas Klabat. *Klabat Journal of Nursing*, 3(1), 77–82. <https://doi.org/10.37771/kjn.v3i1.489>