



## **Analysis of Students' Understanding and Motivation of Volleyball Extracurricular Activities at SMK Sariwangi Tasikmalaya**

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### **Abstract**

This research aims to evaluate the understanding and motivation of Tasikmalaya 1 Public High School students towards the extracurricular sport of volleyball. Utilizing a quantitative descriptive approach employing a Likert scale, the study delves into the intricacies of student perceptions and engagement levels. The findings underscore a prevalent lack of comprehensive understanding among some students, juxtaposed with a generally favorable attitude towards volleyball as an extracurricular pursuit. However, the research uncovers a notable dearth of motivation attributed to inadequate facilities and restricted practice hours. Furthermore, it delineates the distinctive characteristics of volleyball participants, emphasizing their elevated sportsmanship, while elucidating the pivotal role of adolescence in their holistic development. This study underscores the imperative of fostering intrinsic motivation among students, thereby augmenting their involvement in extracurricular endeavors. Moreover, it elucidates how volleyball, as an extracurricular activity, serves as a catalyst for character refinement and self-actualization, thereby enriching the educational landscape.

**Keywords:** Extracurricular, Volleyball, Motivation, Understanding, High School Students

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### **1. Introduction**

Education is considered a major pillar in human life as it provides the foundation for personal, social and professional development. Education is not only about the acquisition of knowledge, but also about the development of skills, personality, and values necessary for success in life. In this context, physical education has a very important role. Physical education is not only about physical activity, but also about learning skills, understanding the importance of a healthy lifestyle, and developing characters such as cooperation, discipline, and leadership. Through physical education, students can learn about the importance of exercise and fitness in maintaining health, as well as developing motor skills and coordination that are important in various aspects of life.

In the formal education curriculum, physical education subjects are often considered as no less important than other subjects. Starting from elementary to upper secondary education levels, physical education provides opportunities for students to participate in a variety of physical activities, from sports practice to competitive games. One game that is very popular in the context of physical education is volleyball. Volleyball is a sport that combines physical elements, strategy and teamwork. Apart from that, this game is relatively easy to learn and requires simple equipment, such as a ball and a field, so it can be accessed by various levels of society.

The benefits of playing volleyball in a physical education context are numerous. Apart from providing an opportunity to improve physical fitness, playing volleyball also trains skills such as hand-eye coordination, tactical thinking skills, and the ability to communicate and work together in a team. This is in line with the aim of physical education to develop students' physical, mental, emotional and social aspects. Apart from that, the game of volleyball also has its own attraction for students. Its dynamic and competitive presence makes it an attractive choice for many people, especially among teenagers and young adults. Thus, the promotion and development of volleyball games in the context of physical education can make a significant contribution to efforts to increase student interest and participation in physical activities and sports.

Motivation is a complex and diverse psychological concept in the human context. Based on several motivation theories that have been developed by experts, motivation can be explained from various points of view, including neurological, psychological and social aspects. In the educational context, a deep understanding of learning motivation

is crucial because motivation plays an important role in determining the level of student success in the learning process. One of the famous motivation theories is Abraham Maslow's hierarchy of needs theory. According to Maslow, individuals have a hierarchy of needs consisting of five levels, namely physiological needs, security needs, social needs, esteem needs and self-actualization needs. This theory states that individuals will be encouraged to achieve higher levels of needs after lower needs are met. In an educational context, teachers can motivate students by understanding and meeting these needs in the learning environment.

Apart from that, motivation theory was also developed by Zamroni, et al., (2023) known as Self-Determination Theory (SDT). This theory emphasizes the importance of internal factors in motivating individuals, including a sense of competence, social connectedness, and autonomy. According to SDT, individuals tend to be more motivated if they feel they have control and involvement in the learning process.

In the context of physical education, learning motivation also plays an important role in increasing student participation in physical activities. Sports activities and games such as volleyball can be an effective means of increasing students' learning motivation. Through a fun and interactive approach, teachers can motivate students to actively participate in physical learning, so that they can better achieve learning goals. Strategies that can be used to increase student learning motivation in physical education include game-based learning, providing constructive feedback, creating an inclusive learning environment, and using learning objectives that are measurable and meaningful for students. By paying attention to students' needs and preferences, teachers can create learning experiences that motivate and empower students to reach their potential in the field of physical education.

Motivation in sports is a crucial aspect that can evolve among children, adolescents, and even parents who initially may not have prepared themselves for competition. As mentioned by Sudibyo Setyobroto, as cited by Herul, et al., (2022), motivations for sports can vary, including:

- a). For fun and enjoyment: Many individuals engage in sports for the sheer pleasure and joy it brings.
- b). To release physical tension: Sports often serve as an effective outlet for relieving stress and physical tension after daily activities.
- c). To foster good relationships with others: Through sports, individuals can build positive social connections with others, whether within a team or sports community.
- d). For group pride: There is often a drive to gain recognition and pride from the group or team one belongs to.
- e). To maintain physical health: Many engage in sports as a means to maintain overall physical health and fitness.
- f). For practical purposes related to work: Some individuals see sports as part of their job requirements or as practical preparation for certain activities.

With time, an individual's motivation for sports can develop, leading someone who initially lacked interest in competition to enhance their motivation to strive for achievement in sports or athletic activities.

According to Rohmanasari, et al., (2019), motivation serves several functions in relation to behavior in general and sports activities in particular, including:

- a). Understanding behavior and actions: Motivation helps us understand why individuals engage in certain actions or behaviors.
- b). Predicting actions: By understanding an individual's motivation, we can make predictions about the actions or behaviors they may undertake.
- c). Influencing behavior: Motivation functions as an influence on an individual's behavior, with strong motivation intensifying the frequency or intensity of actions.
- d). Supporting intensive actions: An individual's behavior or actions are more intense when driven by strong motivation.

It's essential to pay attention to motivation in sports, as it represents a non-technical support crucial in an individual's psychological dimension, especially among children. Understanding motivation in sports helps answer questions about why someone chooses a particular sport and why they diligently pursue it.

Extracurricular sports activities play a vital role in holistic education. These activities have several main tasks, including:

- a). Deepening and expanding knowledge: Extracurricular activities help enrich, sharpen, and improve students' knowledge according to existing curriculum programs.
- b). Understanding the relationship between various subjects: Through extracurricular activities, students can understand the connections between different subjects and broaden their holistic understanding.
- c). Nurturing talents, interests, and skills: Extracurricular activities provide opportunities for students to develop talents, interests, and skills beyond the academic environment.
- d). Completing holistic human development efforts: Through extracurricular activities, holistic student education is complemented by nurturing psychological aspects, creativity, and self-confidence.

Based on the above description, it can be concluded that extracurricular activities in schools have noble tasks. Extracurricular activities serve as a platform to accommodate the interests and talents of students, even leading to high achievements in their chosen extracurricular fields. Regular practice is necessary to enhance existing talents. Broadly speaking, extracurricular activities in schools are divided into two categories: sports and non-sports. Included in sports extracurricular activities are: team sports (such as soccer, basketball, futsal, volleyball, and badminton), athletic sports (running, throwing, and jumping), aquatic sports (swimming), and martial arts sports (karate, pencak silat,

taekwondo). On the other hand, non-sports extracurricular activities include: music (band, marching band, choir), dance (traditional dance, modern dance, cheerleading), theater, scientific research, scouting, nature lovers club, and flag-raising team.

Volleyball is one of the most popular sports among Indonesians. It has experienced rapid development and has gained popularity among various age groups, skill levels, and genders, both in Indonesia and globally. This sport attracts individuals for recreational purposes and as a competitive arena. Within the educational realm, volleyball has been incorporated into school curricula. It is evident that volleyball is played in schools from the junior high level to higher education institutions, including elementary schools. The advancement of volleyball in schools is significant as it is included in Physical Education curriculum, and extracurricular volleyball activities are also organized.

Volleyball can also be considered a sport of achievement. It is not uncommon for volleyball achievements in schools to bring prestige to the institution. However, achieving success in volleyball is not easy for schools. The participation of students in sports activities, especially volleyball, is heavily influenced by their motivation. The higher the motivation of students, the better the quality of volleyball players the school can produce, thus supporting both extracurricular and academic achievements. Each individual has different drives or motivations, often referred to as internal forces or strengths within themselves.

## 2. Research Methodology

This study adopts a quantitative descriptive research design to elucidate the current state of motivation and knowledge among students participating in volleyball extracurricular activities. The choice of a descriptive approach allows for the comprehensive description of the observed phenomena, providing insights into the motivations and understanding of students involved in these activities. Utilizing Likert scale methodology, the research aims to meticulously capture the nuances of motivation and knowledge levels among the participants.

According to Sidiq, (2024). descriptive research is particularly adept at gathering information about existing phenomena as they manifest at the time of the study. By employing this method, the research endeavors to paint an accurate picture of the conditions and factors influencing student participation in volleyball extracurricular activities. Through meticulous description and analysis, the study seeks to uncover the intricacies of motivation and knowledge within this context. The research is conducted at SMK Sariwangi Tasikmalaya, with data collection taking place on August 16, 2021. SMK Sariwangi Tasikmalaya serves as an ideal setting for this study due to its active involvement in providing volleyball extracurricular activities, offering a rich environment for exploring the motivations and knowledge levels of students participating in such programs.

In terms of tools and materials, the research utilizes modern technology such as smartphones and cameras for documentation purposes, alongside traditional writing materials like pens, pencils, and notebooks for recording responses. The questionnaire serves as a structured instrument for collecting data, providing a systematic framework for eliciting insights into the motivations and knowledge of the students involved. Furthermore, the research employs a total sampling technique to ensure the inclusion of all students participating in volleyball extracurricular activities at SMK Sariwangi Tasikmalaya. This approach enables a comprehensive examination of the entire population under study, enhancing the generalizability and reliability of the findings. Additionally, the operational definition of variables, particularly motivation, is clearly delineated to ensure consistency and clarity in data interpretation.

Overall, the research methodology adopted in this study reflects a rigorous and systematic approach aimed at uncovering the underlying motivations and knowledge levels driving student participation in volleyball extracurricular activities. Through meticulous data collection and analysis, the study seeks to contribute valuable insights to the field of extracurricular education and student engagement.

## 3. Results and Discussion

### 3.1. Research Findings

The findings of this study are limited to examining the knowledge, understanding, and motivation of students at SMK Sariwangi Tasikmalaya in volleyball extracurricular activities. Several inadequacies were observed in the facilities available for students' sports activities. While many students showed a sincere interest in learning about volleyball extracurricular activities, some were knowledgeable about the techniques and gameplay but lacked practical application. Additionally, the motivation of students in volleyball extracurricular activities was found to be lacking due to the absence of specialized guidance and inadequate facilities at the school.

#### 3.1.1. Knowledge and Understanding of Students at SMK Sariwangi Tasikmalaya

This study provides an accurate portrayal of the research subject. It offers insights into the motivation of students participating in volleyball extracurricular activities at SMK Sariwangi Tasikmalaya. The study surveyed a total of 22 respondents using a questionnaire to gauge their knowledge of volleyball extracurricular activities. The respondents' awareness levels are described in the table below:

**Table 3.** Description of Awareness of Volleyball Extracurricular Activities

Awareness Category	Score	Number of Samples	Final Score Value
Yes	2	15	330
No	0	7	154
Total	22	484	484

### 3.1.2. Motivation of Students at SMK Sariwangi Tasikmalaya in Volleyball Extracurricular Activities

The results indicate that students at SMK Sariwangi Tasikmalaya have a high level of knowledge about the volleyball extracurricular activities offered at the school. However, there are still some who do not fully comprehend volleyball extracurricular activities and prefer playing games on their smartphones instead.

In this study, several motivations of students in sports, particularly volleyball, were observed, as shown in the table below:

**Table 4.** Motivation of Students in Playing Volleyball

Motivation Category	Score	Number of Samples	Final Score Value
Yes	2	13	286
No	0	9	198
Total	22	484	484

Furthermore, the study revealed that some students have a preference for volleyball. However, based on interviews, it was found that many students lack interest in this sport due to insufficient facilities at the school, hindering their ability to cultivate their talents in volleyball extracurricular activities. Additionally, volleyball is only practiced during physical education classes, and only a few students pursue it outside of school.

## 3.2. Discussion

To cultivate strong motivation among participants in extracurricular activities, it is essential to steer clear of negative suggestions or influences. More importantly, nurturing individuals to embody noble and honorable motives that are acceptable to society is crucial. In general, intrinsic motivation tends to be stronger and more effective than extrinsic motivation. Therefore, the stronger one's intrinsic motivation, the greater the likelihood of exhibiting strong behaviors to achieve goals. Motivation must come from within oneself, originating from personal intentions and maintaining commitment to those intentions. Effective motivation is achieved when it aligns with theories and is applied appropriately to the relevant objectives.

The role of motivation in daily life, especially in engaging in physical activities, cannot be overstated. Hence, motivation serves as the driving force for individuals to pursue activities they enjoy. One should be propelled by their instincts or desires to allow for success in every step and effort undertaken.

Physical education is an integral component of education, aimed at achieving national educational goals encompassing psychomotor, physical, mental, emotional, moral, and social aspects. Volleyball is one of the sports games designed to enhance the physical fitness and well-being of participants. Volleyball is a complex game that requires coordination, making it challenging for everyone. This complexity underscores the importance of physical education in providing students with the necessary skills and coordination to participate effectively in volleyball and other sports activities. In conclusion, fostering intrinsic motivation, promoting positive influences, and recognizing the significance of physical education are crucial elements in enhancing student engagement and participation in extracurricular activities such as volleyball. By understanding and addressing these factors, educators and stakeholders can create environments conducive to holistic development and success among students.

### 3.2.1. Understanding of Extracurricular Volleyball

This research aimed to assess the understanding of SMK Sariwangi Tasikmalaya students regarding extracurricular volleyball. During the interviews, it was observed that some students were still unfamiliar with the sport. Table 3 above describes that some respondents were unaware of volleyball, despite engaging in sports activities. The table further illustrates that a higher number of respondents were aware of extracurricular volleyball, with 15 respondents scoring high (2) and 7 respondents scoring low (0) in their knowledge of volleyball.

### 3.2.2. Motivation of SMK Sariwangi Tasikmalaya Students in Extracurricular Volleyball

In Table 4, it can be seen that 13 students enjoyed extracurricular volleyball, scoring a total of 286, while 9 students did not enjoy it, scoring a total of 198. The lack of motivation among students in volleyball is attributed to inadequate facilities for the sport and the limited time allocated for extracurricular volleyball, which is only during physical education classes. Additionally, many students are self-motivated and are influenced by their peers who play volleyball.

### 3.2.3. Characteristics of Extracurricular Volleyball Participants at SMK Sariwangi Tasikmalaya

Participants in extracurricular volleyball at SMK Sariwangi Tasikmalaya exhibit a high level of sportsmanship during training. They are mostly adolescents, a phase marked by significant physical and behavioral changes. Understanding and guiding adolescents require a deep understanding of their psychology and desires. Positive activities need to be developed to channel their energy and emotions effectively, preventing negative influences such as drug abuse and conflicts. Extracurricular volleyball serves as an avenue for adolescents to develop their talents and engage in positive actions, contributing to their overall development. The adolescent years are characterized by physical changes, including sexual maturity, and psychological changes, such as increased solidarity with peers and interest in the opposite sex.

## 4. Conclusion

From the results of this research, several conclusions can be drawn as follows:

- a). Understanding of Volleyball: Although most students have a good understanding of the sport of volleyball, there are still some who do not fully understand this game. This indicates the need for further efforts in providing students with a comprehensive understanding of this sport.
- b). Motivation for Playing Volleyball: Students' motivation for playing volleyball tends to vary, but overall is still lacking. Lack of facilities and limited practice time can be factors that influence students' motivation to participate in volleyball extracurricular activities.
- c). Importance of Intrinsic Motivation: In increasing student participation in extracurricular activities, it is important to develop strong intrinsic motivation. Motivation that comes from within oneself tends to be more sustainable and effective in encouraging students to excel in sports and other activities.
- d). The Role of Extracurriculars in Character Formation: Extracurricular activities, such as volleyball, can be an effective means of forming student character, such as sportsmanship and team solidarity. Through the development of good extracurricular activities, schools can provide valuable experiences for students in enriching their social and psychological skills.

Thus, the results of this research provide insight into the importance of strengthening students' understanding and motivation in participating in extracurricular activities, as well as emphasizing the need to develop intrinsic motivation as the main basis for increasing student participation and achievement in sports and other activities.

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