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Motivation in Extracurricular Volleyball Activities at State Senior High School in Pagar Alam

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Abstract

Extracurricular activities are educational activities outside of standard curriculum hours that aim to develop students' talents, interests, potential and character. .This research aims to determine the level of interest and motivation of students in participating in extracurricular volleyball activities at Senior High School 4 Pagar Alam and to analyze the influencing factors. The type of research used is survey research with a quantitative descriptive approach. The research subjects were 22 students who actively participated in volleyball extracurricular activities. The research instruments include questionnaires, interviews, documentation and use the CIPP (Context, Input, Process, Product) model to assess various aspects of activity implementation. The research results show that students' interest and motivation are in the high category, with an average percentage of 77.67%. Judging from gender, male students have interest and motivation of 80.05%, while female students have 75.29%. Context obtained a score of 82.24% (very high), Input 71.10% (high), Process 77.14% (high), and Product 79.70% (high). These results show that volleyball extracurricular activities at Senior High School 4 Pagar Alam run effectively, have a positive impact on improving skills, discipline, cooperation, and foster a sense of responsibility as students. It is hoped that this research can become a reference for schools to develop more interesting and productive extracurricular programs.

How to Cite

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INTRODUCTION

One of the essential activities in daily life is exercise, as it plays a significant role in maintaining physical health and fitness (Lulu Amellia Musyaffa et al., 2023). Exercise is considered an effective way to improve public health, both physically and mentally (Heri et al., 2022). The phrase "Mens sana in corpore sano," meaning a healthy mind in a healthy body, underscores the idea that exercise not only trains the body but also shapes one's mental and spiritual well-being. Through exercise and physical activity, exercise can develop and nurture one's potential, both physically and spiritually

Volleyball is a sport played by two teams, each consisting of six players, who attempt to land the ball into the opponent's court to score points. To play effectively, players must master basic techniques such as serving, underhand passing, overhand passing, blocking, and smashing (Siregar et al., 2021). Mastering basic techniques is crucial because it provides the primary foundation for players to achieve high performance and play well in various positions (Dalimunthe, 2020). Continuous practice is necessary for optimal volleyball skills development, particularly in technical, physical, and tactical aspects (Athifah et al., 2023). Volleyball is a popular sport among students through extracurricular activities (Prihanto Arimbawa et al., 2022). At Senior High School 4 Pagar Alam, volleyball extracurricular activities are aimed at students with an interest and talent in the field. These activities depend not only on facilities and infrastructure but also on internal student factors such as interest and motivation. (Nababan et al., 2021) state that the success of extracurricular activities is determined by strong interest and motivation, which encourages active and positive student involvement. Extracurricular activities are activities outside of class hours that aim to broaden knowledge, channel talents and interests, and shape students' holistic personalities (ABIDIN, 2019). Interest is defined as the desire to learn something with self-awareness, while motivation drives someone to act actively and achieve (Andriani & Rasto, 2019). Thus, interest and motivation are important factors in students' success in participating in extracurricular activities, including volleyball. Previous research has shown that student interest in volleyball extracurricular activities varies. At Junior High School 8 Samarinda, student interest was in the moderate category and influenced by internal factors (Akbar et al., 2022). Meanwhile, at Junior High School 34 Seluma, female students' interest was higher than male students' (Di et al., 2022). Based on these findings, research at Senior High School 4 Pagar Alam was conducted to analyze student interest and motivation in participating in volleyball extracurricular activities. Initial observations showed that although they had not achieved any competitive achievements in the past 3–4 years.

The novelty of this study lies in its focus on analyzing students' interest and motivation toward volleyball extracurricular activities in a school context that has not demonstrated competitive achievements over the past several years. Unlike previous studies that predominantly examine successful or achievement-oriented sports programs, this research highlights the psychological dimensions of participation in a non-achieving setting. By exploring interest and motivation despite limited competitive outcomes, the study provides new insights into intrinsic factors that sustain student involvement and offers an alternative perspective for evaluating the effectiveness of extracurricular sports programs beyond competition results alone.

METHODS

This study used a survey method to determine students' attitudes, interests, and motivations toward volleyball extracurricular activities at Senior High School 4 Pagar Alam in the odd semester of the 2025/2026 academic year. The population was 25 students participating in the extracurricular activities, with a total sampling technique, resulting in 22 students being selected. The object of this study was the level of student interest in participating in volleyball extracurricular activities.

This research instrument is in the form of an interest scale based on W.S. Winkel's theory, which includes internal and external factors, and is compiled using a Likert scale with four answer choices.

Table 1. Angket Linkert

Answer Choices	Favorable	Unfavorabel
Strongly Appropriate (SS)	4	1
Appropriate (S)	3	2
Not Appropriate (TS)	2	3
Strongly Inappropriate (STS)	1	4

Data collection techniques in this study included questionnaires, observation, and documentation. Questionnaires were used to obtain data on student interests and motivation, obser-

vations were conducted to directly observe the implementation of the volleyball extracurricular activity, and documentation was used as supporting data. This study also used the CIPP (Context, Input, Process, Product) evaluation model to assess the context, input, process, and outcomes of volleyball extracurricular activities.

The data obtained were analyzed using quantitative descriptive statistics to illustrate students' level of interest in extracurricular volleyball activities. Respondents' scores were then categorized based on the following intervals:

Table 2. Interest level categorization.

Interval	Category
128-150	Very high
105-127	Tall
82-104	Currently
59-81	Low
46-58	Very Low

RESULTS AND DISCUSSION

The survey results obtained in this study regarding students' interest and motivation in participating in extracurricular volleyball activities used the CIPP (Context, Input, Process, Product) method. This method provides a comprehensive approach to assessing various aspects of the extracurricular program. The evaluation results using the CIPP method can be seen in **Figure 1.**

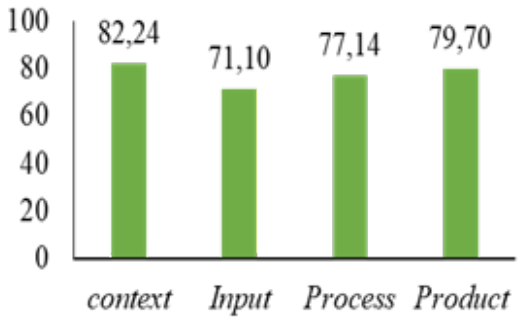


Figure 1. CIPP methods evaluation result

Based on **Figure 1.** The evaluation shows an average context value of 82.24%, for the input value it is 71.10%, then the average process value is 77.14% and finally for the product value it is 79.70%.

This summary of research results aims to provide a comprehensive overview of students' interest and motivation in participating in extracurricular volleyball activities, both in general and by gender. The summary results, covering aspects of context, input, process, and product, are presented in **Table 3.**

Table 3. Recap of result and motivation

Result of Interest and Motivation		
Category	Value	Information
Context	82,24	Very high
Input	71,10	High
Process	77,14	High
Product	79,70	High
Total	77,67	High

Based on **Table 3**, it can be seen that the level of student interest and motivation is generally in the high category with a total score of 77.67. Overall, the volleyball extracurricular activity can be said to have succeeded in fostering positive interest and motivation in learning among students at Senior High School 4 Pagar Alam.

Extracurricular activities, especially in the field of sports, namely volleyball, have an important role in student development, both physically and socially. Research conducted at Senior High School 4 Pagar Alam aims to explore students' interests and motivations in participating in these extracurricular activities. The results of the study showed that the level of student interest and motivation was in the high category, with an average percentage reaching 77.67% using the CIPP (Context, Input, Process, and Product) method. This finding reflects that students have a strong interest in volleyball, which is in line with motivational theory which states that strong interest can lead to higher involvement in activities (Zar'in et al., 2023). In addition, research (Irfan et al., 2024) shows that extracurricular sports activities can increase students' intrinsic motivation through positive experiences and supportive social interactions. Similar findings were also stated by (Ruqayah et al., 2025), who stated that high interest in a sport has a significant effect on students' active participation in extracurricular activities.

The context aspect of this study serves to evaluate the environmental conditions and school support for extracurricular volleyball activities at Senior High School 4 Pagar Alam. The questionnaire results showed a very high score, indicating that volleyball activities align with students' needs and interests. This high score is influenced by volleyball's relevance to adolescent development, which requires physical activity, social interaction, and positive emotional experiences. Students' interest in team sports is also a support-

ing factor, as group activities foster a sense of togetherness (Ariandini et al., 2022). Furthermore, school support in the form of facilities and teacher involvement contributes to student motivation (Erianta et al., 2025). These findings align with the theory (Ryan & Deci, 2000), which asserts that an environment that fosters competence, autonomy, and social connectedness can enhance students' intrinsic motivation. Other research also shows that a positive school environment and social support significantly influence students' interest in sports activities (Umar, 2023). Overall, contextual factors such as school support, facilities, and a conducive social atmosphere contribute significantly to students' high interest in extracurricular volleyball.

The input aspect in this study evaluated the readiness of school resources to support extracurricular volleyball activities, including infrastructure, sports facilities, training equipment, and the quality of coaches. The results showed that the input aspect was in the high category, indicating that the available facilities and resources were generally adequate to support the implementation of activities. Adequate training fields and areas and positive interactions between coaches and students were the main factors supporting the high input score, in line with findings (Saputra, 2025) that emphasize the importance of coach competence in increasing student motivation. However, several limitations, such as the insufficient number of practice balls, made the effectiveness of training sessions less than optimal, especially for technical drills that require adequate equipment. This is in line with findings (Hartianto et al., 2024) that the completeness of sports facilities influences student motivation and engagement. Overall, Senior High School 4 Pagar Alam has a strong resource foundation to support extracurricular volleyball activities. However, improvements in equipment availability and training management are still needed to ensure a more effective and optimal coaching process.

The process aspect of the CIPP model assesses the implementation of extracurricular volleyball activities, including program regularity, coaching methods, social interaction, and training effectiveness. The study found this aspect to be high, indicating that the activities were structured and supported by a positive training atmosphere. Coaches provided clear instructions, enabling students to easily understand the material and follow the training stages, from warm-ups to game simulations. This aligns with findings (Fauzi et al., 2025) that a structured coaching process increases the success of school sports programs.

However, the study also found a need for improvements in the delivery of feedback and the variety of training methods. Constructive feedback is important to help students improve technique (Nababan et al., 2021), while more varied training methods such as drills, small-sided games, and simulation games have been shown to increase engagement and prevent burnout (Ayshara, 2024). Social interaction among students is also a crucial factor, as group cohesion increases motivation and participation in team sports (Kristanti et al., n.d. 2022). The high process category is in line with the theory (Ryan & Deci, 2000) which emphasizes that a sense of competence, autonomy, and togetherness encourages participants' intrinsic motivation.

The product aspect of the CIPP model evaluates the outcomes achieved by students after participating in extracurricular volleyball activities. The results showed that these activities had a positive impact, improving basic technical skills such as passing, serving, and motor coordination. This aligns with findings (Perdinanto, 2025) that structured training significantly improves playing ability. In addition to technical improvements, students also experienced character development, including discipline, responsibility, and self-confidence, which emerged through the experience of training and teamwork in team games. These findings align with those of (Di et al., 2022), who emphasized that organized sports activities contribute to students' physical, social, and emotional development.

These activities also enhance communication and teamwork skills, as effective extracurricular programs contribute to better social relationships and increased self-confidence among students. However, the less-than-optimal competition results indicate several weaknesses, including limited competitive exposure, inconsistency in training intensity, and insufficient integration of psychological skills training into coaching. These factors highlight the need for improved coaching, particularly in mental readiness, competition experience, and tactical understanding. Competitive experience remains essential for building confidence and the ability to cope with game pressure. Overall, the volleyball extracurricular activities at Senior High School 4 Pagar Alam have achieved the objectives of developing students' skills and character, in line with the findings of Adelina and Suardika, which emphasize that active participation in sports enhances students' motivation, discipline, and self-confidence.

CONCLUSION

The results showed that students' interest and motivation in participating in volleyball extracurricular activities were high, with male students demonstrating slightly higher levels than female students. Evaluation using the CIPP model indicated that the context reflected strong school support, the input was adequate but still required improvement in facilities, the process was well implemented and structured, and the product demonstrated improvements in students' technical skills, discipline, and character. Overall, volleyball extracurricular activities at Senior High School 4 Pagar Alam were effective and provided tangible benefits in developing both sports skills and positive student character.

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