

## Students' Motivation in Playing Volleyball at SMP Negeri 3 Bungku Timur Morowali Regency

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### ABSTRACT

The problem in this study is the motivation of students to play volleyball at SMP Negeri 3 Bungku Timur, Morowali Regency. The purpose of this study is to determine the level of motivation among students who play volleyball at SMP Negeri 3 Bungku Timur, Morowali Regency. The sample in this study consisted of 43 people. This study used the total sampling technique. The data collection technique used a survey in the form of a questionnaire. The data analysis technique used descriptive analysis, which was analyzed to draw conclusions through the calculation of the data. The data obtained was analysed using statistical analysis techniques. The results of this study show that 39 students have a very high motivation to play volleyball, with a percentage range of 81.25% to 100%. and four students have motivation in playing volleyball, which is categorised as High with a percentage range of (62.49% - 81.24%). Therefore, it can be concluded that student motivation in playing volleyball at SMP Negeri 3 Bungku Timur, Morowali Regency, is Very High with a percentage range of (81.25% - 100%).

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## 1. INTRODUCTION

Physical education and sports play a crucial role in supporting students' physical, mental, and character development [1], [2], [3]. In schools, especially at SMP Negeri 3 Bungku Timur, Morowali Regency, volleyball is one of the most popular sports, not only training strength and motor skills, but also fostering positive values such as teamwork, discipline, and sportsmanship. In addition, volleyball serves as a strategic medium for schools to cultivate students' interest in physical activities, shape emotional intelligence, and instil lifelong habits of healthy living [4], [5], [6], [7], [8]. However, student engagement and enthusiasm in this activity remain uneven. This situation raises questions about why some students participate actively and passionately while others show low enthusiasm despite similar learning environments. This disparity in learning motivation

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suggests that there are important psychological factors that require further examination to ensure the effectiveness of school sports programs and provide appropriate support for all students. Understanding these motivational aspects is essential for designing educational interventions that can enhance both individual performance and collective participation in school sports programs.

Theoretically, motivation is a process that explains the intensity, direction, and persistence with which individuals achieve their goals [9]. In the context of sports, motivation is a determining factor in the extent to which students are consistently and enthusiastically involved. A clear understanding of motivation provides educators and coaches with insights into how to sustain students' engagement in training and competitions. Theory highlights two main types of motivation: intrinsic (internal drives, such as enjoyment and desire to achieve) and extrinsic (external drives, such as rewards or recognition from the environment) [10]. These two types of motivation influence each other and play an important role in maintaining students' commitment to sports activities. Furthermore, both motivational dimensions often interact with contextual factors—such as teacher support, peer influence, and availability of facilities—that can either strengthen or weaken students' desire to engage in physical education. Therefore, understanding the balance between intrinsic and extrinsic motivation is crucial in identifying how students maintain consistency and enthusiasm in sports participation [11], [12], [13], [14], [15].

This study focuses on the local context of SMP Negeri 3 Bungku Timur, Morowali Regency, where a significant gap exists between the school's expectations for active student participation in volleyball and the reality on the field, indicating that some students are unmotivated and reluctant to participate. This issue reflects a broader challenge commonly faced by schools in developing regions, where disparities in infrastructure, socioeconomic background, and cultural values can affect students' attitudes toward extracurricular activities. The research gap lies in the lack of in-depth understanding of the factors and levels of student motivation in the context of schools in this developing region, where limited facilities and socioeconomic conditions can influence students' perceptions of sports. Previous studies have mostly focused on urban schools with better facilities, leaving rural and developing areas underexplored. The proposed gap statement is: although volleyball is popular, the level of participation and enthusiasm among students is uneven, thus requiring a study to measure the level of student motivation in playing volleyball at SMP Negeri 3 Bungku Timur. The purpose of this study is to determine the level of student motivation in playing volleyball at SMP Negeri 3 Bungku Timur, Morowali Regency. By identifying students' motivational levels, this research aims to provide empirical evidence that can guide educators and policymakers in developing more inclusive and effective physical education programs.

## <sup>1</sup> 2. METHOD

This study employs a descriptive design, utilising a survey method and a quantitative approach [16]. This design aims to describe the actual motivation of students without making general conclusions. A descriptive quantitative approach was considered appropriate because the study aims to portray the actual conditions of students' motivation

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levels through measurable variables, rather than testing hypotheses or establishing causal relationships [17]. The research population consists of all students who actively participate in volleyball activities at SMP Negeri 3 Bungku Timur, totalling 43 people. Therefore, the sampling technique employed was saturated sampling (also known as total sampling), in which all members of the population were used as samples [18]. This sampling strategy ensures that every student involved in volleyball activities is represented, thereby minimising sampling bias and enhancing the validity of the data.

The primary research tool employed was a closed questionnaire comprising 30 questions, measuring two main dimensions of motivation: Intrinsic Motivation (Interest, Talent, Mentality) and Extrinsic Motivation (Facilities, Environment, Teacher's Role). The questionnaire was developed based on the theoretical framework of Deci and Ryan's Self-Determination Theory [10] and adapted to the context of school-based sports motivation. The data collection procedure was carried out through a direct survey technique using a questionnaire with a "One Shot" approach, where primary data was obtained directly from respondents once. Before being distributed, the questionnaire underwent expert validation to ensure content relevance and clarity, followed by a small-scale pilot test to check item reliability and internal consistency. The collected data were analysed using descriptive analysis (descriptive statistics), which aims to describe the data as it is without making generalisations. The main formula used was the percentage calculation to determine the frequency of respondents' answers:

$$P = \frac{f}{n} \times 100\% \tag{1}$$

Where  $P$  represents the percentage of respondents selecting a particular option,  $f$  is the frequency of responses, and  $n$  is the total number of respondents. This formula enables the researcher to determine the distribution and dominance of each motivational category among students. The percentage results were then categorised into five categories: Very High, High, Moderate, Low, and Very Low, based on the mean value and standard deviation (using a five-point scale) according to the guidelines. Categorisation followed standard interpretation ranges to allow for a clearer understanding of students' motivational tendencies. The following is the frequency of students' answers regarding their motivation for playing volleyball at SMP Negeri 3 Bungku Timur, Morowali Regency:

Table 1. Frequency of Student Motivation Responses in Playing Volleyball

| Interval        | Category  | F  |
|-----------------|-----------|----|
| 81,25% - 100%   | Very High | 39 |
| 62,49% - 81,24% | High      | 4  |
| 43,73% - 62,48% | Presently | 0  |
| 24,97% - 43,72% | Low       | 0  |
| Total           |           | 43 |

The classification above illustrates that most respondents achieved scores within the "Very High" and "High" categories, indicating a strong motivational profile among students toward participating in volleyball. These results provide the foundation for

subsequent interpretation and discussion regarding the dominant motivational factors in this context.

### 3. RESULTS AND DISCUSSION

#### 3.1. RESULTS

The research data were then analysed using descriptive statistical techniques, including percentage calculations. The data was categorised into four categories: very high, high, moderate, and low. Student motivation in playing volleyball at SMP Negeri 3 Bungku, Morowali Regency, was described based on the students' answers, which were tested for validity and reliability. Descriptive statistical analysis was conducted to provide a clear overview of how each respondent's score was distributed across motivational levels. This approach enables the identification of dominant tendencies within the sample and facilitates the visualisation of the overall motivational profile of the students.

The test consisted of 20 items with four alternative answers (positive), with a score of 4 for "strongly agree," 3 for "agree," 2 for "disagree," and 1 for "strongly disagree." Therefore, the minimum possible score is 52 and the maximum score is 80 for 20 items. After the data was tabulated, scored, and analysed, it was categorised according to the established categorisation formula and then further analysed using manual calculations. Each response item was checked for consistency to ensure that the scoring reflected the students' genuine motivational tendencies. The use of a four-point Likert scale eliminated the neutral option, thereby encouraging respondents to express a clearer attitude toward each statement. The following diagram illustrates student motivation in playing volleyball at SMP Negeri 3 Bungku, Morowali Regency.

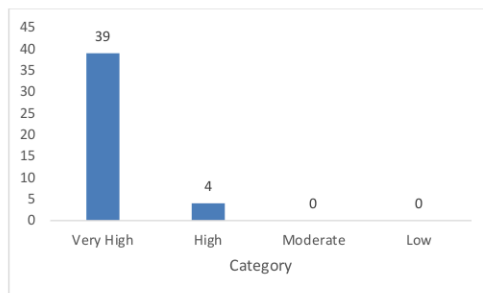


Figure 1. Results of Student Motivation in Playing Volleyball at SMP Negeri 3 Bungku, Morowali Regency

The descriptive analysis results show that the motivation of students at SMP Negeri 3 Bungku Timur in playing volleyball is predominantly in the Very High category. Of the total 43 students in the sample, 39 students (representing a very high percentage) were categorised as having Very High motivation with a percentage range of (81.25% - 100%). Meanwhile, the remaining four students were in the High category, with a percentage range of (62.49% - 81.24%). Overall, there were no students in the Moderate, Low, or Very Low categories. These results clearly conclude that student motivation in volleyball

at SMP Negeri 3 Bungku Timur, Morowali Regency, is Very High. The dominance of the “Very High” category suggests that the overall environment at the school is conducive to fostering active participation and enjoyment in volleyball activities. The absence of respondents in the “Moderate” or “Low” categories further indicates a strong collective enthusiasm among students toward the sport.

This finding suggests that the psychological drives described by Robbins and Judge [1], which include intensity and persistence, have been functioning optimally, encouraging active and consistent participation. This high level of motivation can be attributed to a combination of intrinsic factors (such as enjoyment, talent, and a positive mindset) and extrinsic factors (support from facilities, environment, and the role of teachers) that have successfully created an environment highly supportive of sports activities. Such interaction between internal and external motivators reflects a balanced motivational structure, where students are not only driven by personal interest but also supported by institutional and social factors. This harmony is often associated with sustainable engagement and higher achievement levels in sports contexts. These results differ from other studies, such as Akbar and Cahyono [19], which found moderate motivation, indicating the success of the local sports program at SMP Negeri 3 Bungku Timur in fostering student commitment. The comparative contrast with previous research strengthens the argument that contextual factors—such as teacher involvement, peer support, and availability of school sports facilities—play a decisive role in shaping students’ motivation levels.

Essentially, human behaviour in activities, including sports, is influenced by motivation driven by both intrinsic and extrinsic factors. This study aims to measure the level of student motivation in playing volleyball at SMP Negeri 3 Bungku Timur using a questionnaire instrument and descriptive percentage analysis technique. The analysis results show that student motivation is in the Very High category, where 39 students reached a percentage range of (81.25% - 100%), and four students were in the High category (62.49% - 81.24%). This high motivation, which is interpreted as students feeling happy and having a good environment and rules, aligns with Hamzah B. Uno's theory [4], which defines motivation as a basic drive that prompts a person to behave in accordance with their inner desires. In conclusion, the findings demonstrate that the motivational climate at SMP Negeri 3 Bungku Timur is highly supportive of students' involvement in sports. The results not only confirm existing motivational theories but also provide empirical evidence that motivation in sports can be effectively enhanced through a combination of supportive environments, clear guidance from teachers, and opportunities for self-expression through teamwork..

### 3.2. DISCUSSION

The results of research on Student Motivation in Playing Volleyball at SMP Negeri 3 Bungku Timur, Morowali Regency, reveal compelling findings, with overall student motivation categorised as Very High, affecting the majority of respondents, specifically 90.70% (39 out of 43 students). This exceptionally high level of motivation, especially in the context of team sports such as volleyball, is highly relevant when linked to the framework of Self-Determination Theory (SDT) by Deci and Ryan [10]. SDT states that

quality motivation, especially intrinsic motivation, is driven by the fulfilment of three basic psychological needs: Autonomy, Competence, and Relatedness. The high level of motivation in volleyball indicates that this activity successfully provides an environment rich in social relationships and affiliation. For students at SMP Negeri 3 Bungku Timur, participating in the volleyball team most likely fulfils their basic needs for a sense of belonging, social acceptance, and opportunities to work with their peers. This supportive and cohesive team environment acts as a significant source of driving energy, strengthening their commitment and enthusiasm in training and competition, beyond mere extrinsic incentives. Furthermore, the fulfilment of these psychological needs demonstrates that the school's sports ecosystem has effectively integrated motivational principles into practice, showing that when students perceive autonomy and competence in a cooperative setting, their engagement becomes self-sustaining rather than externally driven.

The pedagogical implications of these findings on high motivation are significant for physical education teachers and schools. The main task has now shifted from simply generating motivation to maintaining and optimising existing motivation [11], [20], [21], [22], [23], [24], [25]. In practical terms, teachers must maintain a student-centred learning environment, providing students with greater opportunities to make choices (autonomy) in their training, such as selecting positions or game strategies, to strengthen intrinsic motivation. Teachers also need to continue to provide constructive and specific feedback to improve students' sense of competence, focusing not only on results but also on skill improvement and effort. In addition, the use of teamwork-based training formats and small games that emphasise communication and interdependence must be maintained and further developed. From an educational management perspective, this means that teachers and administrators should institutionalise motivational reinforcement through consistent recognition systems, reflective feedback sessions, and mentorship programs that sustain students' enthusiasm beyond short-term activities. More broadly, schools can use volleyball as a model of success in developing extracurricular programs that successfully instil character values by fulfilling students' psychological needs. Such programs not only enhance physical performance but also contribute to holistic education, shaping students' social behaviour, emotional resilience, and cooperative skills—key attributes aligned with 21st-century educational goals.

Although the results of this study provide valuable insights into motivation levels, certain limitations of the study must be acknowledged. This study employed a quantitative descriptive design and a cross-sectional survey method, which limits its ability to establish a causal relationship or explore in depth why some students are highly motivated. Furthermore, the sample was limited to a single school, so generalising the findings to other regions or school contexts should be done with caution. The reliance on self-reported data may also introduce response bias, where students tend to provide socially desirable answers, potentially inflating the motivation scores. Therefore, suggestions for future research should focus on a more in-depth exploration. It is recommended to use a qualitative approach (such as in-depth interviews) to truly understand the specific factors at SMP Negeri 3 Bungku Timur that contribute most to the Very High motivation level, whether it is teacher quality, parental support, or team social dynamics.

Additionally, a mixed-method design could provide richer insights by combining quantitative data with qualitative narratives to reveal the underlying mechanisms of motivation. Research can also be expanded to test causal models involving antecedent variables (such as teacher leadership style, school climate, or the role of facilities) and consequences (academic achievement or psychological well-being) to gain a more comprehensive understanding of the complexity of motivation in sports. Longitudinal studies are also recommended to examine how motivation evolves and how school interventions or curriculum changes may influence students' sustained engagement in physical education. Such evidence-based understanding can guide policymakers and educators in formulating effective strategies to promote student motivation across different educational settings.

#### 4. CONCLUSION

Student motivation is very high. The results of the study indicate that the motivation of students at SMP Negeri 3 Bungku Timur in playing volleyball falls into the Very High category, with 90.70% of respondents (39 out of 43 students) categorised in this category. This high level of motivation not only reflects personal enthusiasm but also indicates that volleyball activities successfully meet the basic psychological needs of students, particularly the need for social connectedness (relatedness) and team affiliation, in accordance with the Self-Determination Theory (SDT) framework. These findings demonstrate that the volleyball team environment serves as a powerful source of motivation, encouraging students to participate actively and consistently at school. In essence, the school's volleyball program has become an effective platform for fostering both individual growth and social interaction, reinforcing that quality motivation arises when educational practices align with students' intrinsic psychological needs.

The already very high level of motivation has practical implications that teachers and schools should focus on maintaining and optimising the intrinsic motivation that has already been established. The pedagogical implication is that physical education teachers need to maintain and improve strategies that give students more autonomy in the training process and provide feedback that focuses more on individual competencies, not just the result. Schools are advised to make the volleyball program a model of success and replicate the positive elements that foster social cohesion and a sense of belonging in other extracurricular activities. In particular, continuous teacher engagement, inclusive coaching strategies, and recognition of student effort should be institutionalised as part of the school's physical education policy to ensure sustainable motivation. This proactive approach will not only maintain performance but also cultivate long-term values of teamwork, discipline, and sportsmanship among students.

Given these dominant findings, further research should shift from measuring motivation levels to exploring causal factors and external validity. The main recommendation is to conduct qualitative research (in-depth interviews) to identify specific variables (such as coaching style, family support, or team dynamics) that contribute most to high motivation in the local context. In addition, it is necessary to conduct a comparative study with other schools in Morowali Regency that have low participation rates to examine

the distinguishing factors, or a longitudinal study to see how these students' motivation persists over time. Future studies are also encouraged to integrate motivational analysis with broader educational outcomes, such as academic achievement, emotional resilience, or well-being, to provide a holistic understanding of how sports participation contributes to overall student development. Through these efforts, educational institutions can design more evidence-based and context-sensitive strategies to nurture students' motivation and engagement in school sports programs.

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