



Eleventh-Grade Students' Interest in Participating in Volleyball Learning at Free Methodist 2 Private Vocational High School Medan

Anita Sofiani Gajah 1*

Sekolah Tinggi Olahraga dan Kesehatan Bina Guna, Medan,
Indonesia

Muhammad Fahrezi 2

Sekolah Tinggi Olahraga dan Kesehatan Bina Guna, Medan,
Indonesia

Abstract.

Background: Students' interest plays an important role in determining their active participation and learning engagement in physical education, including volleyball lessons.

Objectives: This study aimed to determine the level of interest of eleventh-grade students in participating in volleyball learning at Free Methodist 2 Private Vocational High School Medan.

Methods: This study employed a quantitative descriptive design using a survey method. Data were collected through a questionnaire consisting of 31 items. The research instrument was validated through expert judgment. The participants were eleventh-grade students of Free Methodist 2 Private Vocational High School Medan.

Results: The findings showed that students' interest in volleyball learning was generally in the moderate category. A total of 42 students were classified as very high, 61 students as high, 148 students as moderate, 123 students as low, and 10 students as very low.

Conclusion: Eleventh-grade students' interest in participating in volleyball learning at Free Methodist 2 Private Vocational High School Medan was generally categorized as moderate. These findings indicate the need for more engaging and student-centered volleyball learning strategies to improve students' motivation and participation.

Keywords: Student Interest, Volleyball Learning, Physical Education, Vocational High School, Eleventh-Grade Students.

Received: April 20, 2026. Accepted: may 11, 2026

*Correspondence: anita@gmail.com

Correspondence author Anita Sofiani Gajah

Correspondence Author Sekolah Tinggi Olahraga dan Kesehatan Bina Guna, Medan, Indonesia

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How to Cite: Gajah, A. S., & Fahrezi, M. (2026). Eleventh-grade students' interest in participating in volleyball learning at Free Methodist 2 Private Vocational High School Medan. *International Journal of Emerging Sport Science (IJESS)*, 2(2), 192–198.

INTRODUCTION

According to the national education system, physical education is an educational process that uses planned, guided, and implemented physical exercises to improve and develop a person's affective, cognitive, and psychomotor abilities. Sports and physical activities are used in physical education to foster moral behavior, critical thinking, social skills, emotional stability, reasoning, physical fitness, and health. In essence, physical education plays an important role in the overall educational process (Saputra et al., 2022). Physical education is part of a larger educational system that emphasizes the development of various aspects of physical fitness, thinking skills, motor skills, social skills, emotional stability, reasoning, and moral behavior through physical activities, according to the Ministry of National Education (Siswa et al., 2023). "An important component of the overall educational process that aims to develop physically, emotionally, mentally, and socially through physical activities that have been selected to achieve results," among others, is how experts define physical education, according to Bucher. Williams, on the other hand, argues that physical education encompasses all activities selected based on their nature and carried out in accordance with the desired goals (Voli et al., 2026). The development of motor skills, physical fitness, perceptual motor skills, social and emotional skills, thinking, and time management are some of the key components of physical education.

One of the main goals of physical education (Olahraga et al., 2022). Supporting the overall development of students through a learning process that begins with curiosity is the goal of physical education. Everyone should experience changes as a result of learning. Interest has a significant impact on learning because students will not learn well or efficiently if the material they are studying is not interesting. Interest not only helps children focus but also makes learning enjoyable. Students will learn more efficiently if they are actively involved in physical education. In other words, children's curiosity is what drives them to engage in physical education (Pratama Silalahi et al., 2023).

To achieve this goal and promote efficient learning, the physical education curriculum in schools, particularly volleyball, must be carefully planned. Children will learn why humans can move and how to move quickly, safely, and effectively through a fun educational process (Pratama Silalahi et al.,

2023). Specifically for 11th-grade students, physical education lessons at SMK Swasta Free Methodist 2 Medan include a large ball sport, volleyball. Volleyball lessons last for one or two sessions. Three 45-minute lessons constitute one meeting. Typically, the spacious field of SMK Swap Free Methodist 2 Medan is used for volleyball lessons. SMK Swap Free Methodist 2 Medan has a well-maintained, flat, and grass-free outdoor volleyball court. Because a volleyball net needs to be installed before use and is not always available, the court is also maintained. Volleyball is the most popular, so although SMK Swap Free Methodist 2 Medan has many volleyballs, the balls used are. Volleyball learning is also appropriate and standard. Because large balls are the focus of Physical Education lessons in high school, volleyball is taught as a subtopic. Consequently, volleyball is taught in Physical Education classes, and students are required to learn how to play it. Students who play volleyball must be able to meet learning objectives such as being healthy, participating in group physical activities, and being brave, happy, and active. To maintain student interest, teachers must also be able to make learning enjoyable (Winata, 2020). Teachers must also be able to provide appropriate examples when teaching volleyball. Many students showed a decline in interest in the subject, especially volleyball, according to the findings of observations conducted by researchers at SMK Swasta Free Methodist 2 Medan, which coincided with the introduction of volleyball as a Physical Education and Health learning activity. This was indicated by the percentage of female students who were less enthusiastic about participating in class and preferred to simply sit around. Although both male and female students did an excellent job of following the teacher's instructions, some of them showed less courage and engagement when the game was ready to begin. This was especially true for female students. The researchers' observations indicated that many children were not given the opportunity to play because they lacked the courage to do so. As a result, student participation in class is less than optimal. High student engagement is necessary to help achieve learning objectives to the fullest. Therefore, a key element of education, especially physical education, is interest. Children don't need external encouragement when they're engaged in engaging activities (Rumahoro, 2026).

One indicator of successful learning is students' willingness to participate in the learning process. This is evident when students actively follow instructions, participate in class, and successfully complete tasks during the learning process (Pramana & Ginting, 2026). They appear satisfied, enthusiastic, and happy. Further research is needed to address this issue, considering the factors mentioned above, students' lack of courage when playing volleyball, their lack of desire to learn the sport, and the limited research on students' interest in learning volleyball. Based on the literature review discussed above, as well as relevant research findings, it can be concluded that the interest that arises in a person towards an object can be characterized by a feeling of pleasure and attraction towards that object. Someone who is interested will have a strong desire to directly engage with that object.

Interest has several important factors that influence a person to engage with or participate in an object. These factors are both internal and external. Internal factors include a feeling of pleasure, a strong interest in the object, and a strong desire to take direct action. Therefore, someone who is interested in an object will strive to engage more actively with the object of interest and will experience a sense of pleasure in it.

The second factor is external, namely the role of teachers and facilities. Teachers play a crucial role in the implementation of learning at SMK Swasta Free Methodist 2 Medan. Teachers provide volleyball instruction supported by existing facilities and infrastructure. With adequate facilities and infrastructure, volleyball learning should be attractive to students.

METHOD

Research Design

This research is a quantitative descriptive study, using a survey method and a questionnaire as the data collection technique. The scores obtained from the questionnaire were analyzed using quantitative descriptive statistics techniques and then expressed as a percentage. This study aims to determine the level of interest of eleventh grade students in participating in volleyball learning at the Free Methodist 2 Private Vocational School in Medan.

The variable in this study is the interest of eleventh-grade students in participating in volleyball lessons at the Free Methodist 2 Private Vocational School in Medan. Interest is a tendency within a person characterized by a feeling of pleasure and attraction to an object. Factors that influence interest are anything that arouses a person's interest in doing something. There are two factors that influence a person's interest: internal and external factors. Internal factors include pleasure and interest, activity, and attention. Meanwhile, external factors include the role of teachers and facilities. The variables in this study will be measured using a questionnaire.

Participant

This research was conducted at SMK Swasta Free Methodist 2 Medan located at Jl. Sekolah No. 32, Cinta Damai, Kec. Medan Helvetia, Medan City, North Sumatra 20126. The research time was planned for April. WITH The sample of this research was using all students of class XI of SMK Swasta Free Methodist 2 or total sampling. So there were 11 classes used as samples totaling 392 students.

Data Analysis

This study used a questionnaire as a data collection tool. In this study, the researcher used a questionnaire instrument conducted in 2017. The questionnaire used in this study was a closed-ended questionnaire, making it easier for students or respondents to complete it.

According to Dalyono (2021:11), a questionnaire is a written form of question and answer, using a list of questions. Based on the answers obtained, the mental state of an individual or group of people can be determined. The questionnaire in this study consisted of questions aimed at uncovering the interest of eleventh-grade students at SMK Swasta Free Methodist 2 in learning volleyball. The alternative answers in this questionnaire used a Likert scale, a type of scale used to measure research variables (specific social phenomena),

such as attitudes, interests, opinions, and social perceptions of an individual or group. The Likert scale is presented in the form of statements to be assessed by respondents, whether they support or reject the statements. The statements submitted fall into two categories: positive and negative. The statements submitted, both positive and negative, were scored by the subjects as Strongly Agree, Agree, Disagree, and Strongly Disagree. The four alternative answers for each statement item were scored as follows: Sukmadinata (2013: 220).

Tabel 2 Skala Likert, Skor Penilaian Pada Alternatif Jawaban

Alternatif Jawaban	Skor Alternatif Jawaban	
	Positif	Negatif
Sangat Setuju (SS)	4	1
Setuju (S)	3	2
Tidak Setuju (TS)	2	3
Sangat Tidak Setuju (STS)	1	4

The factors examined in this study of eleventh-grade students' interest in volleyball lessons at Free Methodist 2 Private Vocational School are as follows:

a. Intrinsic Factors

1) Enjoyment and interest in volleyball lessons. The total score indicates the level of interest of eleventh-grade students in volleyball lessons at Free Methodist 2 Private Vocational School.

2) Attention to volleyball lessons. The total score indicates the level of attention of eleventh-grade students in volleyball lessons at Free Methodist 2 Private Vocational School.

3) Activity in volleyball lessons. The total score indicates the level of activity of eleventh-grade students in volleyball lessons at Free Methodist 2 Private Vocational School.

b. Extrinsic Factors

1) The role of teachers in volleyball lessons. The total score indicates the level of interest of eleventh-grade students in volleyball lessons at Free Methodist 2 Private Vocational School.

2) Facilities for volleyball lessons. The total score indicates the level of interest of eleventh-

grade students in volleyball lessons at Free Methodist 2 Private Vocational School.

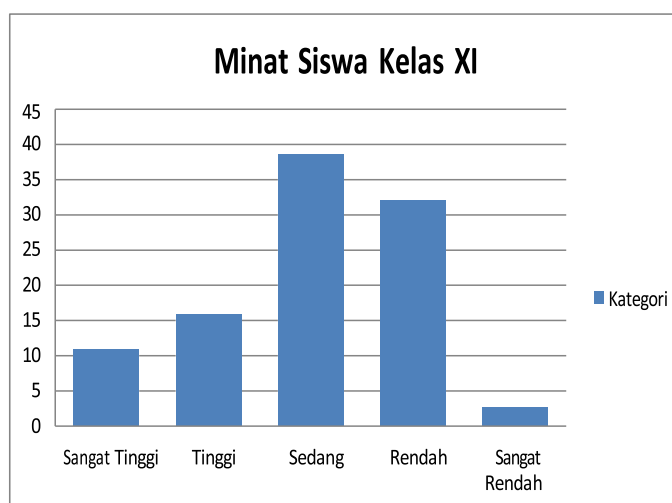
RESULTS AND DISCUSSION

Results

The results of a study on student interest in participating in volleyball learning at the Free Methodist 2 Private Vocational School in Medan. The study was conducted from June 3 to July 3, 2025. The study obtained 60 respondents, this was because some students did not complete the questionnaire. The results above will be described as follows:

No.	Interval	Frekuensi	Persentase (%)	Kategori
1.	$109,48 < X$	42	10,94	Sangat Tinggi
2.	$99,87 < X \leq 109,47$	61	15,89	Tinggi
3.	$90,26 < X \leq 99,86$	148	38,54	Sedang
4.	$80,65 < X \leq 90,25$	123	32,03	Rendah
5.	$X \leq 80,64$	10	2,60	Sangat Rendah
Jumlah		384	100	

The following is a graph of student interest in participating in volleyball learning at the Free Methodist 2 Private Vocational School, Medan:



From the table above, it can be seen that students' interest in participating in volleyball learning at the Free Methodist 2 Private Vocational School in Medan is moderate, considering the highest frequency, which is in the moderate category, with 60 students or 38.54%. The interest of 11th grade students in participating in volleyball learning is moderate. Volleyball learning at SMK Swasta Free Methodist 2 Medan which is categorized as very high as many as 42 students or 10.94%, high category as many as 61 students or 15.89%, medium category as many as 60 students or 38.54%, low category as many as 60 students or 32.03%, and very low category as many as 10 students or 2.60%.

Discussion

Based on the description of the research results on the interest of eleventh-grade students in participating in volleyball lessons at the Free Methodist 2 Private Vocational School in Medan, the overall level of interest of eleventh-grade students in participating in volleyball lessons at the Free Methodist 2 Private Vocational School in Medan is moderate. Considering the highest frequency, 60 students (38.54%) fell into the moderate category. The interest of eleventh-grade students in participating in volleyball lessons at the Free Methodist 2 Private Vocational School in Medan is categorized as very high (42 students, or 10.94%), high (60 students, or 15.89%), moderate (148 students, or 38.54%), low (60 students, or 32.03%), and very low (10 students, or 2.60%).

The results of the study indicate that the interest of eleventh-grade students in participating in volleyball lessons at the Free Methodist 2 Private Vocational School in Medan is categorized as moderate. This is due to the diverse interests of eleventh-grade students in volleyball lessons at the Free Methodist 2 Private Vocational School in Medan, which are influenced by various factors. High student interest stems from students' strong commitment to volleyball lessons, enjoyment of the game, and a desire to engage in more active activities.

Volleyball lessons also have external influences, including preparation and the learning process. Volleyball instruction at the Free Methodist 2 Private Vocational School in Medan has been able to generate student interest and enthusiasm, resulting in overall student interest being in the moderate category. This is evident from the results of two influencing factors: internal and external factors, each of which falls within the moderate category. This situation indicates that student interest is influenced by both internal and external factors, each with equal strength. Internal factors, consisting of student attention, enjoyment of learning, and activity, are the primary factors influencing student participation in volleyball instruction. This means that internal factors are the primary factors influencing student interest in volleyball instruction.

The internal factors, namely student attention in volleyball instruction, enjoyment of learning, and activity, were all in the moderate category. This is consistent with student responses, which indicated that 10.16% reported very high levels of attention in volleyball instruction, 12.5% reported high levels of attention, 53.38% reported moderate levels of attention, 20.57% reported low levels of interest, and 3.39% reported very low levels of interest. The students' enjoyment of volleyball learning was also reflected in the responses, which were very high at 10.16%, high at 12.76%, moderate at 53.64%, low at 16.15%, and very low at 7.29%. Meanwhile, student engagement

in volleyball learning was very high at 10.68%, high at 13.80%, moderate at 43.49%, low at 27.08%, and very low at 4.95%.

External factors, such as the teacher's role in volleyball learning, were low, with 195 students (50.79%). This was due to teachers not maximizing their volleyball learning efforts by demonstrating correct movements and providing material that was easily understood by students. Based on student responses, teachers also need to improve their delivery of volleyball techniques to students. This is consistent with student responses, which stated that the teacher's role was very high at 11.19%, high at 16.40%, moderate at 18.75%, low at 50.79%, and very low at 2.87%. Another external factor, namely facilities, was in the moderate category. This is consistent with student responses, which stated that facilities were very high at 10.68%, high at 21.09%, moderate at 60.94%, low at 6.77%, and very low at 0.52%.

CONCLUSION

Based on the research results and discussions that have been presented, it can be concluded that the interest of class XI students in participating in volleyball learning at SMK Swasta Free Methodist 2 Medan is moderate. This was obtained by considering the highest number of frequencies in the moderate category with 60 students or 38.54%. The interest of class XI students in participating in volleyball learning at SMK Swasta Free Methodist 2 Medan which is categorized as very high is 42 students or 10.94%, high is 60 students or 15.89%, moderate is 60 students or 38.54%, low is 60 students or 32.03%, and very low is 10 students or 2.60%.

ACKNOWLEDGMENT

The author would like to thank the School, Teachers and Students of SMK Swasta Free Methodist 2 Medan, the researchers and authors who have participated and provided support for this research activity.

AUTHOR CONTRIBUTION STATEMENT

This research was conceptualized and designed by Anita Sofiani Gajah, who developed the research objectives and methodology, managed data collection, coordinated with participants, and supervised fieldwork at STOK Bina Guna Medan. Devi catur winata performed data analysis, interpreted the findings, and contributed significantly to the preparation of the manuscript. All authors participated in the revision of the manuscript, approved the final version for submission, and take full responsibility for the integrity and accuracy of the work.

CONFLICT OF INTEREST AND FUNDING

The authors declare no conflict of interest related to the conduct, authorship, or publication of this study.

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