



STUDENT MOTIVATION IN USING VOLLEYBALL LEARNING MEDIA SEEN FROM A GENDER PERSPECTIVE

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Abstract

This study aims to analyze students' motivation in using volleyball learning media from a gender perspective. The focus of this research is to identify differences in motivation between male and female students in learning volleyball by utilizing various types of media, such as visual, audio, and audiovisual. This study employs a qualitative descriptive method with a mixed approach. The instruments used include questionnaires and observations of 30 eighth-grade students from SMP Negeri 15 Bandung, selected through random sampling. The results indicate that the use of learning media positively influences students' learning motivation. Audiovisual media has been proven to be the most effective in increasing students' interest and engagement, regardless of gender, although there are differences in responses based on gender. This research emphasizes the importance of implementing inclusive and gender-sensitive learning media to enhance the effectiveness of physical education learning, particularly in volleyball. The use of diverse and inclusive learning media significantly boosts students' motivation in volleyball lessons. To achieve optimal results, learning media should be tailored to students' gender characteristics to make the learning process more engaging, fair, and effective.

Keywords: Learning Motivation, Learning Media, Volleyball, Gender, Physical Education.

INTRODUCTION

Motivation is the motivation or reason that motivates a person to perform an action or achieve a certain goal. or that can cause a sense of desire, enthusiasm and enthusiasm in the learning process to achieve a goal.

In the teaching and learning process, student motivation is very important in encouraging activities in the learning process to achieve teaching goals, in order to get learning results according to the desires. Students who have good motivation to learn tend to follow the teaching and learning process in a good classroom. And vice versa, students who lack motivation to study well so that the learning results they get tend to be less good. Motivation itself is divided into 2 (two), namely intrinsic motivation and

extrinsic motivation.

Therefore, to carry out an activity, especially sports, there needs to be motivation, because the motivation of the person who does the activity will cause the activities he does to be more useful than people who do not have motivation. A child (student) who does sports activities with motivation in him will make students Do activities seriously and the results will be better, because before doing sports activities, the student has goals that he wants or will achieve. With that goal, students will do their best to achieve what they want.

Research shows that students' learning motivation in physical education is influenced by their perception of physical ability, interest in certain activities, social support, perception of the value of lessons, and social factors such as gender roles. Gender is a term that shows the division of social roles between men and women which refers to the provision of emotional and psychological characteristics that are matched by the physical characteristics of men and women. This affects an individual's perception of physical ability and expectations of physical activity. Gender stereotypes, such as the notion that men are physically stronger, can be a barrier to female students' participation in activities that are considered more "masculine" (Bayu Agil Saputra, 2024).

Gender equality is a global issue that has become a major focus in various fields, including education. In the school environment, gender equality means providing equal opportunities for all students, both male and female, to access, participate in, and achieve achievement in the learning process. Gender equality in education is not only important for social justice, but also for sustainable development. However, the reality shows that gender-based discrimination is still common in many schools. This can be seen from various aspects, such as differences in class participation, treatment from teachers, access to educational facilities, and different expectations of academic achievement between male and female students (Trisastia Wani, Dessy Fitria Nastiti, Istiqomah Wulan Rahmadani, Bahria, & Sukma Erni, 2024). Female students, for example, often receive less supportive treatment in subjects that are considered more "masculine" such as math and science, while male students may not be encouraged to engage in the arts and literature with the same intensity.

The concept of gender is the difference in roles, status, responsibilities, and behavioral functions of men and women which are social constructions (engineering). Gender in volleyball, as in many other sports, is often influenced by social and cultural norms that shape expectations of male and female participation and ability. In this

context, volleyball is often considered an activity that is more open to women compared to more physical sports, such as football or rugby (Sujarwo, 2021). However, although women are increasingly participating in the sport, stereotypes regarding gender roles remain, such as the view that men are superior in terms of physical strength. This often affects perceptions of women's abilities in the sport of volleyball, despite the fact that many female players show exceptional physical skills and strength.

Gender or gender differences in learning or activities will affect the results of the activity itself, students who participate in extracurricular sports activities will have different motivations according to their gender, even the slightest small thing will have a big effect on the motivation itself, the speed and speed of the achievement of a goal will be influenced by the motivation of the individual himself.

Student motivation is a key factor that determines the success of the volleyball learning process, because good motivation can encourage students to achieve learning goals optimally. Therefore, attention to gender equality, balanced coaching, and increased student motivation are needed to optimize volleyball learning outcomes in schools.

Based on the results of observations made by researchers in the field, there are several problems related to the motivation of volleyball learning in SMP Negeri 15 Bandung, especially women. Some of these problems are that there are still some female students who lack confidence when doing smash and service techniques, because the lack of confidence causes the ball not to pass the net on serve and less than optimal jump when smash, which can reduce power when doing smash and serve.

Based on the exposure of this background, the author formulated the research title "STUDENT MOTIVATION IN THE USE OF LEARNING MEDIA VOLLEYBALL SEEN FROM A GENDER PERSPECTIVE" this research is considered necessary to be carried out, with the hope that the research results that will be found later can be used as a reference to develop a more comprehensive (comprehensive) volleyball learning method.

Therefore, this study is an attempt to analyze student motivation in the use of volleyball learning media in students of SMP N 15 Bandung, the urgency of this research is based on the initial observation of the researcher explained, many students show low interest in participating in learning the game of volleyball. This hinders the learning process. And in the field of acting, PJOK teachers are still dominant using conventional methods without maximizing the potential of learning media such as videos or interactive visuals. The purpose of the research is to find out the extent to

which volleyball learning media affects students' interest and motivation in volleyball learning.

METHODS

The research method is a structured and systematic approach to collecting, analyzing, and processing data in order to answer research questions or solve certain problems. Sugiyono (2016) Sugiyono stated that research methods are the methods or procedures used in a study to collect, analyze, and draw conclusions from the data obtained. Agustin (2023) stated that the research method includes systematic steps in conducting research that includes stages ranging from data collection, analysis, to conclusion making. In this study, the method used by the researcher is qualitative descriptive, using a *mixed methods* approach, which is a combination of quantitative and qualitative approaches in one study to obtain a more comprehensive understanding of the problem being studied. This approach was chosen because it allows researchers to integrate numerical data obtained through questionnaires with descriptive data obtained through observation and documentation.

SAMPLE POPULATION AND SAMPLING

The population in this study is 50 students in grades 8.1 and 8.4. The sample taken in this study was grade 8.2 students with a total of 30 people. By determining the sample using the random sampling technique for all students in grade 8.2.

RESEARCH INSTRUMENTS

The research instrument used is in the form of a questionnaire that has gone through validity and reliability tests before the implementation of the dissemination. The validity test is carried out using the Product Moment formula, while the reliability test is carried out with the Alpha Cronbach formula. Based on the test results, as many as 35 statements in the questionnaire were declared to meet the valid and reliable criteria, making them suitable for use in the main data collection.

DATA COLLECTION TECHNIQUES

The data collection technique in this study was carried out through the use of closed questionnaires as the main instrument. The questionnaire was compiled based on a number of social skill indicators, including: encouragement to expand knowledge and insight, desire to understand something, rewards, praise, punishment, tendency to imitate the behavior of others, efforts to attract attention, increase study concentration, presentation of interesting material, ease of understanding techniques and concepts, and support in game strategy. Each indicator is developed into several statement items that

are answered by students using the Likert scale. In addition to questionnaires, supporting data was also obtained through direct observation, interviews, and documentation.

DATA ANALYSIS TECHNIQUES

The data collected through the questionnaire was analyzed using descriptive statistical techniques. The analysis process includes the calculation of the total score on each indicator, conversion into percentage, and grouping the results into categories of students' motivation levels in using volleyball learning media based on a certain score range (strongly agree, agree, hesitate, disagree, strongly disagree). The final results are presented in the form of tables and bar charts to make interpretation easier.

RESULTS AND DISCUSSION

This study aims to find out the extent of student motivation in the use of volleyball learning media from a gender perspective. To implement this, a survey was conducted on students of grade VIII.2 of SMP Negeri 15 Bandung. Based on the results of the questionnaire distributed to 30 students in the category of Student motivation, the majority of students in hesitant statements were 66% (20 people). The remaining 34% (10 people) were in a statement of agreement. Meanwhile, in the volleyball learning media category, the majority of students in the statement of Agree are 80% (24 people). The remaining 20% (6 people) were on the Doubtful statement.

Table 1

STUDENT MOTIVATION RESULTS			
Temporary Range	Statement	Frequency	Percent
5	Strongly agree	0	0%
4-5	Agree	10	34%
3-4	Doubt – Doubt	20	66,%
2-3	Disagree	0	0%
1-2	Strongly Disagree	0	0%
Total		30	100%

Figure 1



Table 2

VOLLEYBALL LEARNING MEDIA			
Temporary Range	Category	Frequency	Percent
5	Strongly agree	0	0%
4-5	Agree	24	80%
3-4	Doubt – Doubt	6	20%
2-3	Disagree	0	0%
1-2	Strongly Disagree	0	0%
Total		30	100%



Figure 2

The Extent To Which Volleyball Learning Media Affects Student Motivation Based On Gender In Sports Activities At School

1. Definition of Learning Media Concepts

Learning media is one of the tools that can help teachers to convey learning materials so that children can have interest and interest in the learning materials presented. It's just that in using learning media, teachers must be able to choose learning media that is in accordance with the material to be delivered and teachers must also adjust to the character of their students in choosing learning media (Amelia Putri Wulandari, Annisa Anastasia Salsabila, Karina Cahyani, Tsani Shofiah Nurazizah, & Zakiah Ulfiah, 2023).

2. Operational Definition of Learning Media

The operational definition of learning media is explained as any form of tool or material used by educators to support the process of delivering material to students more effectively and efficiently. Learning media functions as an intermediary of communication between educators and students, so that the material taught can be easier to understand and attract students' attention. In addition, learning media is also considered a learning resource that plays a role in facilitating the delivery of

information and enriching students' learning experiences (Amelia Putri Wulandari, Annisa Anastasia Salsabila, Karina Cahyani, Tsani Shofiah Nurazizah, & Zakiah Ulfiah, 2023).

3. Definition of Gender Concept

Gender refers to the differences in social roles, responsibilities, and expectations given to men and women in society, which are shaped through social and cultural constructions. Gender not only encompasses the biological differences between males and females, but also includes behaviors, emotional characteristics, as well as the expected values of each gender.

4. Definition Operational Gender

Gender operations in Hendry Sutoyo's journal (Sutoyo & Hendry, 2024) are focused on measuring and observing gender differences in the context of motivation and perceptions of students in physical education. Gender is operationalized through:

1. Students' preferences in choosing classes based on gender (women-only vs. mixed classes).
2. Students' perception of comfort and motivation in sports activities involving the opposite sex.

In short, gender in this study was operationalized as a variable that reflects differences in behavior, and perception in motivation for physical activity and physical education. The measurement was carried out through a survey of the preferences, comfort, and motivation levels of male and female students.

In the context of this study, gender is operationalized as differences in roles, expectations, and social responses between men and women that affect their motivational patterns in sports activities, such as volleyball. This research aims to examine how gender differences affect students' motivation in utilizing volleyball learning media and its impact on their motivation in the sport.

Based on the results of the analysis and the definition above, it was found that the motivation of students in the use of volleyball learning media was influenced by a number of factors, including gender factors. The findings of the study revealed that although most students expressed agreement with the use of visual media in volleyball learning, there are still doubts about some statements that indicate that visual media may not be effective enough if it is not supported by other learning methods. In addition, gender differences did not appear to have a significant effect on students' motivation levels, with a relatively balanced percentage of score distribution between male and female students. These findings indicate that the success of learning media in increasing

student motivation is more influenced by the quality and relevance of the media than by gender factors.

This is in line with the findings of Afirin Dwi Putri and Andhega Wijaya (2024), which show that game modification and the use of visual media, such as videos, can increase students' overall learning motivation.

Based on this, it can be concluded that the use of volleyball learning media, especially those that are visual and audiovisual, makes a positive contribution to increasing student motivation in the physical education learning process, although it does not show statistical significance. The low correlation results suggest that student motivation in this context is likely influenced by a variety of other variables beyond the use of the media itself, such as the teacher's teaching methods, the conditions of the classroom environment, and the students' personal preferences. In addition, no significant differences were found in learning motivation between male and female students, indicating that the effectiveness of learning media is universal and gender-independent. Therefore, the selection of learning media that is relevant, interesting, and in accordance with the characteristics of students is the main factor in increasing student involvement and learning motivation in sports learning at school.

How Does Volleyball Learning Media Affect The Motivation Of Male And Female Students As A Whole

According to Mr. Aditya Maulana as a sports teacher, the questionnaire distributed to students is quite easy to understand. This is because the content of the questionnaire has been includes learning materials that have previously been given to students (Interview, April 22, 2025).

In addition, he also said that the limitation of learning media facilities is one of the obstacles in the teaching and learning process. According to him, student motivation tends to decrease if the media used in learning is less diverse and less interesting (Interview, April 17, 2025).

According to Mrs. Titiek Subandiah as the Principal, the school strongly supports the use of learning media in the teaching and learning process, especially in sports learning such as volleyball (Interview, April 17, 2025).

He also emphasized that the use of learning media not only helps students understand the material better, but also plays an important role in increasing student learning motivation (Interview, April 17, 2025).

Based on this definition and the results of the analysis, it can be concluded that despite the gender differences, the use of volleyball learning media, especially visual

and audiovisual-based media, has a positive impact on student motivation in general. However, student motivation in this context did not show a significant relationship with media use, suggesting that other factors, such as teaching methods and individual student preferences, also influenced their motivation. Therefore, the use of diverse and interesting learning media is very necessary to maintain and increase students' learning motivation in volleyball learning. This is in line with the opinion of Heinich, Molenda, and Russell (2012), who stated that the use of learning media is able to increase students' motivation to learn by clarifying the material, attracting attention, and creating more effective and efficient learning interactions.

In addition, this finding is strengthened by Mashuri (2019), who states that learning media stimulates students' thoughts, feelings, and attention, so that educational interaction between educators and students can run optimally. In the context of this study, male students showed increased motivation through competition-based media, such as match videos, while female students were more motivated by collaborative and visual media, such as technique demonstrations.

CONCLUSION

In the final part of this study, conclusions will be presented that can be drawn based on the results of the research on 30 students of class VIII.2 SMPN 15 Bandung, it can be concluded that the use of appropriate learning media can increase the motivation of students, both male and female, despite differences in how they respond to the media. Male students tend to be more motivated by competitive media, while female students are more interested in collaborative and visual media.

Researchers found that although intrinsic and extrinsic motivation play a large role, gender factors influence how students interact with learning media. Media designed to meet students' emotional and social needs, such as match videos or technique demonstrations, can increase their involvement in volleyball learning. Therefore, it is important to choose inclusive learning media that takes into account gender factors so that learning outcomes are more optimal.

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