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**THE RELATIONSHIP BETWEEN TEACHERS' TEACHING STYLES AND STUDENTS' LEARNING MOTIVATION IN PHYSICAL EDUCATION, SPORT, AND HEALTH LEARNING**

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**Abstract**

The quality of teaching in elementary education plays a critical role in shaping students' engagement and motivation, particularly in practical subjects such as physical education, sports, and health. Teaching style is considered a key pedagogical factor that can influence how students perceive, respond to, and participate in the learning process. This study aims to determine the relationship between teacher teaching style and student learning motivation in physical education, sports, and health learning in Jeppe'e 23 state elementary schools. The study used a quantitative approach with a correlational design. The study population consisted of 69 students in grades IV, V, and VI, with a sample of 30 students determined through simple random sampling. Data collection was conducted using a Likert-scale questionnaire on teacher teaching style and student learning motivation. Data were analyzed using descriptive analysis and Pearson Product Moment correlation. The results showed that the teacher's teaching style was in the good category, while student learning motivation was in the high category. The correlation test showed a positive and significant relationship between teacher teaching style and student learning motivation in physical education, sports, and health learning, with a correlation coefficient of  $r = 0.62$  and a significance value of  $p < 0.05$ . These findings indicate that the better the teacher's teaching style applied in physical education, sports, and health learning, the higher the student's learning motivation. Based on the research results, it can be concluded that teacher teaching style plays a crucial role in enhancing student learning motivation in elementary schools. Therefore, physical education, sports, and health teachers are expected to develop varied, communicative, and student-specific teaching styles to create effective and enjoyable learning.

**Keywords:** Teacher teaching style, motivation, physical education, elementary school

**INTRODUCTION**

Physical education, sports, and health are integral parts of the national education system and plays a crucial role in developing students' overall potential, encompassing physical, cognitive, affective, and social aspects. Through physical education, sports, and health learning, students are not only guided to master movement skills but also fostered in positive attitudes, sportsmanship, discipline, and the motivation to implement a healthy lifestyle in their daily lives. Therefore, in



physical education, sports, and health learning in elementary schools plays a strategic role as a foundation for character development and active lifestyle habits from an early age (Hardi & Mutmainna, 2024)

At the elementary school level, particularly in grades IV, V, and VI, students are in a developmental phase that is highly sensitive to enjoyable and meaningful learning experiences. At this stage, learning motivation is a crucial factor determining students' active involvement in the physical education, sports, and health learning process. Learning motivation serves as an internal driver that encourages students to participate enthusiastically in learning activities, strive to complete tasks, and demonstrate perseverance in the face of difficulties (Iliza & Hanif, 2025). Students with high learning motivation tend to be more active, willing to try, and demonstrate a positive attitude toward physical education, sports, and health.

However, in reality, physical education, sports, and health learning in elementary schools still faces various challenges. Some students demonstrate low interest and motivation in learning, such as a lack of enthusiasm for physical activities, easily bored, or a reluctance to actively participate. This condition can be influenced by various factors, both internal and external. One external factor that has a significant influence on student learning motivation is the teacher's teaching style (Juliap & Subarno, 2019). As learning facilitators, teachers play a central role in creating an engaging, safe, and enjoyable learning environment, particularly in physical education, sports, and health learning, which requires direct physical activity.

A teacher's teaching style is the method or approach used by a teacher to deliver material, manage the classroom, provide instructions, and interact with students during the learning process. In the context of physical education, sports, and health teacher's teaching style relates not only to the ability to explain the material but also includes providing examples of movements, varying teaching methods, providing feedback, and motivating students to actively participate in each learning activity (Marani et al., 2024). An appropriate and varied teaching style can help students better understand the material and increase their self-confidence and motivation to learn.

Previous studies have shown that a teacher's teaching style is significantly related to student motivation and engagement in physical education lessons. Teachers who are able to implement a democratic, communicative, and participatory teaching style tend to create a conducive and enjoyable learning environment, so that students feel motivated to participate seriously (Febriana, 2021). Conversely, a teaching style that is monotonous, lacking in variety, and lacking in interaction can cause students to feel bored and less motivated in physical education lessons.

Furthermore, the characteristics of elementary school students who enjoy moving, playing, and interacting socially require physical education teachers to adapt their teaching styles to their



needs and development. Physical education designed to be active and enjoyable through an appropriate teaching style will encourage intrinsic motivation, that is, the drive to learn that comes from within the student without coercion (Yani, 2021). This intrinsic motivation is crucial because it is related to the sustainability of students' interest in physical activity and sports in the future.

However, empirical studies specifically examining the relationship between teacher teaching style and student learning motivation in physical education, sports, and health learning at the elementary school level are still relatively limited, particularly in the context of upper grades (IV, V, and VI). Most research focuses on learning outcomes or physical fitness, while the aspect of learning motivation as a psychological variable has not been explored in depth. Yet, learning motivation is a crucial prerequisite for optimally achieving physical education, sports, and health learning objectives.

Based on this description, it is clear that teacher teaching style plays a crucial role in developing and enhancing student learning motivation in physical education, sports, and health learning in elementary schools. Therefore, research that quantitatively examines the relationship between teacher teaching style and student learning motivation is needed to obtain an objective empirical picture. The results of this study are expected to serve as evaluation material and references for PJOK teachers in developing more effective, innovative teaching styles that are appropriate to the characteristics of elementary school students, so that physical education, sports, and health learning can take place optimally and meaningfully.

## **METHODOLOGY**

This study used a quantitative approach with a correlational design, aiming to determine the relationship between teacher teaching styles and student learning motivation in Physical Education, Sports, and Health learning. The correlational design was chosen because the study did not provide a specific treatment but instead examined the relationship between variables based on empirically obtained data (Ismayani, 2019).

The study was conducted at Jeppe'e 23 state elementary school. The study population included all 69 students in grades IV, V, and VI. From this population, a sample of 30 students was selected. The sampling technique used simple random sampling, which involves random sampling without regard to strata within the population, so that each member of the population has an equal opportunity to be included in the study sample (Sumargo, 2020). This sample size is considered representative of the population characteristics and meets the minimum requirements for quantitative correlational research.

The research variables consisted of two variables: teacher teaching style as the independent



variable and student learning motivation as the dependent variable. Teacher teaching style is defined as the teacher's method of delivering material, managing learning, providing movement examples, and fostering interactions with students during the physical education, sports, and health learning process (Suherman, 2018). Student learning motivation is defined as the internal and external drives that foster enthusiasm, interest, and persistence in participating in physical education, sports, and health learning (Marselus, 2023).

Data collection was conducted using a questionnaire as the research instrument. The questionnaire was structured on a Likert scale with four response alternatives: strongly agree, agree, disagree, and strongly disagree. The use of the Likert scale aims to quantitatively measure student attitudes, perceptions, and motivation (Hardi & Mutmainna, (2025). The questionnaire instrument was adapted to the characteristics of elementary school students to ensure ease of understanding and a true reflection of the situation.

Before being used for research data collection, the instrument was pre-tested to determine its validity and reliability. Validity testing was conducted using Pearson's Product Moment correlation with a significance level of 0.05 to determine the suitability of each statement item with the measured variable indicators (Arsi, 2021). Reliability testing was conducted using Cronbach's Alpha coefficient to determine the instrument's consistency, with a coefficient value of  $\geq 0.70$  being considered reliable (Forester et al., 2024).

Ensuring the validity and reliability of research instruments is a crucial step in quantitative studies, as it determines the accuracy and consistency of the data collected, where a valid instrument reflects the intended variables and a reliable instrument guarantees stable and consistent results across repeated measurements; therefore, rigorous instrument testing prior to data collection is essential to minimize measurement errors and enhance the credibility of research findings. The data obtained were then analyzed using descriptive analysis techniques to provide a general overview of teacher teaching styles and student learning motivation, followed by prerequisite tests including normality and linearity as conditions for applying parametric correlation analysis, and hypothesis testing was conducted using Pearson's Product Moment correlation to determine the relationship between teacher teaching styles and student learning motivation in physical education, sports, and health learning.

## **RESULTS**

### **Data Description of Teacher Teaching Styles**

The results of the descriptive analysis of the teacher's teaching style variable were obtained from a questionnaire completed by 30 students. The scores obtained were then categorized into



five categories: very good, good, sufficient, poor, and very poor.

Table 1. Description of Physical Education, Sports, and Health Teacher Teaching Styles

Category	Score Range	Frequency	Percentage%
Very Good	$\geq 85$	6	20,00
Good	70–84	14	46,67
Sufficient	55–69	8	26,67
Poor	40–54	2	6,66
Very Poor	$\leq 39$	0	0,00
Total		30	100

Based on Table 1, the majority of students rated the physical education, sports, and health teacher's teaching style as good (46.67%), followed by sufficient (26.67%). These results indicate that, in general, the physical education teacher's teaching style has been implemented well and perceived positively by students.

#### **Data Description of Student Learning Motivation**

The results of the descriptive analysis of the student learning motivation variable were obtained through a learning motivation questionnaire completed by students.

Table 2. Description of Student Learning Motivation

Category	Score Range	Frequency	Percentage%
Very High	$\geq 85$	7	23,33
High	70–84	15	50,00
Moderate	55–69	6	20,00
Low	40–54	2	6,67
Very Low	$\leq 39$	0	0,00
Total		30	100

Based on Table 2, student learning motivation in physical education, sports, and health learning is predominantly in the high category, at 50.00%, and very high at 23.33%. This indicates that students have a strong drive to participate in physical education, sports, and health learning.

#### **Prerequisite Analysis Test**

The results of the normality test indicate that the data on teacher teaching styles and student learning motivation are normally distributed (Sig. value  $> 0.05$ ). Furthermore, the results of the linearity test indicate a linear relationship between the two variables. Thus, the data meet the requirements for a Pearson correlation analysis.



### **Analysis of the Relationship between Teacher Teaching Styles and Student Learning Motivation**

Hypothesis testing was conducted using Pearson Product Moment correlation.

Table 3. Results of the Correlation Test between Teacher Teaching Styles and Student Learning Motivation

Variable	r count	Sig. (p)	Description
Teacher Teaching Style – Learning Motivation	0,62	0,001	Significant

Based on Table 3, the correlation coefficient ( $r$ ) is 0.62, with a significance level of  $0.001 < 0.05$ . This indicates a positive and significant relationship between teacher teaching style and student learning motivation in physical education, sports, and health learning. This correlation coefficient falls within the strong relationship category. Therefore, the alternative hypothesis ( $H_1$ ), which states that there is a significant relationship between teacher teaching style and student learning motivation, is accepted.

### **DISCUSSION**

The results of the study indicate that a teacher's teaching style has a significant relationship with student motivation in physical education, sports, and health learning. The better the teacher's teaching style is perceived by students, the higher their learning motivation. This finding confirms that the role of the physical education, sports, and health teacher is not merely as a transmitter of material but also as a motivator capable of creating an active and enjoyable learning environment.

In addition, an effective teaching style in physical education, sports, and health learning is characterized by the teacher's ability to adapt instructional strategies to student characteristics, provide clear demonstrations, and encourage active participation through interactive learning approaches. Such practices not only facilitate students' understanding of the material but also foster a sense of interest and enthusiasm in participating in learning activities, which ultimately contributes to the development of intrinsic learning motivation.

The predominance of student assessments in the Good teaching style category indicates that the teacher has implemented a variety of learning methods, provided examples of movements, and established positive interactions with students. This aligns with the opinion of Febriant & Rahmat (2024), who stated that a variety of teaching styles in physical education can increase student engagement and participation in learning.



Student learning motivation in the "High" category indicates that physical education, sports, and health learning is able to foster student interest and enthusiasm for learning. This condition indicates that students feel happy, interested, and encouraged to actively participate in physical education, sports, and health activities. According to Suharni (2021), high learning motivation will encourage students to put in more effort in learning and achieve optimal learning outcomes.

This high level of motivation can be influenced by the learning environment created by the teacher, such as engaging teaching strategies, positive reinforcement, and opportunities for active participation. When students receive supportive feedback and meaningful learning experiences, they develop greater confidence and motivation, which encourages them to participate actively and persist in learning.

The strong positive relationship between teacher teaching style and student motivation indicates that a communicative, varied, and supportive teaching style plays a significant role in enhancing learning motivation. This finding aligns with research by Suryadin (2022), which asserted that the quality of teacher-student interactions in physical education lessons directly impacts student motivation and engagement.

Therefore, the results of this study reinforce the view that improving the quality of physical education teachers' teaching styles is an effective strategy for increasing student motivation in elementary schools. Physical education teachers are expected to develop innovative, adaptive, and student-centered teaching styles to optimally achieve physical education, sports, and health learning objectives.

## **CONCLUSION**

Based on the research results and discussion, it can be concluded that a teacher's teaching style has a positive and significant relationship with student learning motivation in physical education, sports, and health in elementary schools, as indicated by correlation analysis showing that the better the teacher's teaching style is perceived by students, the higher their motivation to participate in learning activities. Descriptively, the teaching style of physical education, sports, and health teachers is categorized as good, while the majority of students' learning motivation falls into the high category, suggesting that the implementation of varied, communicative, and supportive teaching styles is able to create a pleasant learning environment and encourage active student engagement; therefore, these findings emphasize the important role of teachers in managing learning in accordance with the characteristics of elementary school students and highlight the need for continuous development and implementation of innovative and adaptive teaching styles to enhance student motivation and achieve optimal learning objectives.



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