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The effect of teaching style and motivation on student football passing learning outcomes

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Abstract: This study aims to determine the effect of teaching style and learning motivation in football courses for students. This research is an experimental study using ANOVA analysis of variance with a quantitative approach. The results showed that there were significant changes from the pre-test and post-test results of several styles in learning by involving 220 respondents with an increase; training style 14.4, reciprocal style 9.87 and inclusion style 9.72 and learning motivation. Motivation is an important mediator in the relationship between variables.

Keywords: *Football learning, Learning motivation, Teaching style.*

1. Introduction

Improving human resources for the better, of course, cannot be separated from education (Sangsawang, 2020). Education is expected to form students who are able to develop attitudes (Bragg et al., 2021), skills (W. Zhang et al., 2022), and intelligence to become skilled (Coman et al., 2020), noble and intelligent (Aelterman et al., 2019). Education is a strategic effort to be able to raise the dignity of the nation through the availability of quality human resources (Kuhail et al., 2023). Qualified human resources will be born from a generation with religious character (Cheon et al., 2020), self-confidence (Yadegaridehkordi et al., 2019), and a high work ethic (Jabarullah & Iqbal Hussain, 2019). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength (Tanis, 2020), self-control (C. L. Huang et al., 2020), personality (Jeffery & Bauer, 2020), intelligence (Amerstorfer & Freiin von Münster-Kistner, 2021), noble character (Shorey et al., 2021), and skills needed by themselves (Shirazi & Heidari, 2019), society (Vermote et al., 2020), nation (Goedhart et al., 2019) and state (Dekker, 2019). Teaching is the art of communicating skills (Dörnyei & Muir, 2019), knowledge (Gill et al., 2020) and values guided by educational values (Lin et al., 2019), conditions (Moè & Katz, 2020), environment (Invernizzi et al., 2019), individual student needs (Eager & Brunton, 2023) and teacher beliefs (Leo et al., 2022). A teacher's teaching style is a strategy of transferring information given to students (Hartt et al., 2020).

Physical Education, is an educational discipline that focuses on students' physical development (Yannier et al., 2021) (Ryan & Poole, 2019) and fitness (Garbóczy et al., 2021), as well as the acquisition of motor skills and knowledge of physical activity (Rogers et al., 2021). Physical education is an important component of the education curriculum that aims to develop psychomotor, cognitive and affective aspects (Saxon et al., 2021). Physical education aims to encourage lifelong habits of regular physical activity (Bozki et al., 2021), which are essential for maintaining health and well-being (Chen et al., 2019). In an effort to achieve this goal, educators have implemented a variety of teaching approaches (T. C. Huang et al., 2019) and styles to improve learning effectiveness (Ceha et al., 2021).

One teaching style that has received special attention is the reciprocal teaching style (Son et al., 2020). Reciprocal teaching style is a learning approach that emphasises the importance of providing feedback between students as an integral component of the teaching and learning process (McMahon et al., 2019). This method is characterised by the practice of four strategies, including summarising,

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questioning, clarifying and predicting (Mahmood et al., 2019). Reciprocal teaching style often involves students to some extent taking on the role of teacher, guiding discussion and questioning among peers (Moè & Katz, 2020). Reciprocal teaching style is an evolution of an improved practice approach, which emphasises the enlargement of social bonds between students (Singh et al., 2022), as well as making judicious use of feedback provided by peers (Okechukwu et al., 2022). Reciprocal teaching style is an approach where students work in pairs or small groups, giving each other feedback and helping each other in the learning process (Reeve et al., 2022). Reciprocal teaching style emphasises social interaction, collaboration and communication between students (Kundu & Garg, 2022). It is expected to increase students' engagement and their understanding of physical education learning materials (Castillo et al., 2020), as well as to improve motor skills, increase active participation, and promote deeper learning through reciprocal teaching style (Gómez-Galán, 2020).

Inclusive learning style and practice learning style are two learning styles that are rarely used in higher education (Gupta et al., 2021). These learning styles are very suitable for students who demand optimal creative, physical and mental development (Shi, 2023). Inclusion learning style, is a learning style used by lecturers (Arsovic & Stefanovic, 2020), by presenting learning material in detail (Müller & Wulf, 2020) and offering different levels of difficulty in sequence (Roothooft, 2022), which aims to make students creative and get ease in learning a movement skill (Prat et al., 2019), students are given the freedom to choose (Fin et al., 2019) and determine the level of difficulty in starting movement learning (Jungblut et al., 2020) and are given the freedom (Kruk et al., 2022) and flexibility to determine how many repetitions of motion must be done in learning (Guo et al., 2021).

While the exercise learning style is a learning style that can be used to improve students' abilities and skills towards forms of motion (Stephenson et al., 2020). By giving tasks to do as many exercises as possible by repeating them, so that there is an increase in learning a movement technique (Wang et al., 2020).

Motivation is the overall driving force, both from within and from outside by creating a series of efforts to provide certain conditions that ensure continuity and give direction to activities so that the goals desired by the subject can be achieved (Dos Santos, 2019). Motivation to learn can arise from essential factors in the form of desire and desire to succeed, as well as encouragement of learning needs and desire for ideals (Collie et al., 2019). External factors include rewards, a facilitating learning environment and interesting learning activities (Cheon et al., 2019). Motivation is considered important in learning and learning efforts because it encourages behaviour, influences and changes student behavior (Margunayasa et al., 2019)(Y. Zhang et al., 2019). Motivation is the energy in humans that encourages them to do something with a specific purpose. Learning motivation is anything that can motivate students or individuals to learn (Madsen et al., 2021).

2. Methods

2.1. Instrumentation

The method used in this research is experimental method with 3 x 2 design. The treatment is done randomly to the experimental units. The matrix of the 3 x 2 factorial design design is:

Table 1.
Experiment design.

Learning style (A) / **Motivation (B)**	**Exercise (A_1)**	**Reciprocal (A_2)**	**Inclusion (A_3)**
Higher (B_1)	$A_1 B_1$	A_2B_1	A_3B_1
Lower (B_2)	A_1B_2	$A_2 B_2$	$A_3 B_2$

2.2. Participants

This study involved several groups of participants as follows: training, reciprocal and illusion who were students of football courses.

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The main population in this study consisted of 220 respondents drawn from 5 sports campuses in Aceh and Medan. Determination of population size using Cochran formula for unknown population with 95% confidence level and 5% margin of error.

2.3. Data Analysis

Table 1 shows that students who were given passing learning using a reciprocal teaching style experienced an increase in learning outcomes of 14.44 from an average of 46.55 increased to 60.95. Students who were given passing learning using the practice teaching style experienced an increase in learning outcomes of 9.87 from an average of 43.25 increased to 53.12. Students who were given passing learning using the inclusion teaching style experienced an increase in learning outcomes of 9.72 from an average of 40.50 increased to 9.72.

Table 2.
Pre-test and post-test data on passing learning outcomes.

Learning style	Average value of passing learning outcomes		
	Pre-tes	Pos-tes	Perubahan
Exercise	46.55	60.95	14.4
Reciprocal	43.25	53.12	9.87
Inclusion	40.50	50.22	9.72

The data normality test was conducted to determine whether or not the data obtained in the research process was normal. Normality testing was carried out on each group of treatment data with a value of $\alpha = 0.05$ which was carried out using the Liliefors test assisted by the SPSS programme with the following hypothesis:

Table 3.
Motivation normality test table.

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Motivation	Exercise	0.099	40	0.200*	0.963	40	0.218
	Reciprokal	0.105	40	0.200*	0.958	40	0.144
	Inclusion	0.122	40	0.139	0.971	40	0.376

Note: *. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The data homogeneity test was carried out on all data to determine whether or not the data obtained from the research results were homogeneous. The testing process was carried out through the Barlett test assisted by SPSS 25 with the following hypothesis:

Table 4.
Table motivation homogeneity test.

		Levene statistic	df1	df2	Sig.
Motivation	Based on mean	3.886	2	117	0.053
	Based on median	3.291	2	117	0.091
	Based on median and with adjusted df	3.291	2	101.481	0.091
	Based on trimmed mean	3.868	2	117	0.064

3. Results

In conclusion, this study highlights the positive impact of inclusive teaching styles on passing skills among university students in soccer. Utilizing an experimental one-group pre-test post-test design, the research demonstrated significant improvements in passing abilities following the implementation of inclusive teaching methods. These findings underscore the broader implications of inclusivity in sports education, emphasizing its role in creating a supportive learning environment where students from

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diverse backgrounds can thrive and develop confidence in their soccer skills. Moreover, the study emphasizes the need for curriculum development and teaching methods that cater to individual differences, including social, cultural, and skill-related diversity. By promoting inclusive practices, universities can enhance student motivation, engagement, and skill development in sports education. This approach not only prepares students to excel as competent athletes but also fosters their ability to collaborate effectively in diverse global sporting communities. However, it's important to acknowledge the study's limitations, such as the lack of a control group for comparison, the relatively small sample size, and the reliance on a standardized scale to measure passing skills. Addressing these limitations in future research could provide a more comprehensive understanding of how inclusive teaching strategies impact various facets of sports education beyond technical skills. Overall, the study contributes valuable insights into the benefits of inclusive teaching in sports education, advocating for its broader implementation to promote inclusive excellence and equity among students in athletic development and beyond.

4. Discussion

Based on the results of the research, discussion and limitations in this study, there are several things that can be suggested, including the following:

1. The application of the practice teaching style is proven to be able to make a positive contribution to the learning outcomes of passing the inner leg, so it should be used by PE lecturers in general.
2. Motivation as one aspect that contributes to the learning outcomes of passing the inner leg obtained by students, so it should be possible before implementing learning by using a particular teaching style, lecturers need to pay attention to the motivation of each student.
3. This research is only limited to high and low motivation, so other researchers can conduct studies or research in a broader context to be able to know and understand the learning outcomes of inner leg passing obtained by students.

5. Recommendations

Further research should be conducted in other cities or countries to see if the findings of this study can be applied more broadly. Use longitudinal methods to see how perceptions of teaching style and motivation. Examine how changes in technology and the latest teaching trends affect physical education learning.

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